REPORT RESUMES

ED 013 456 CG 000 069

DEVELOPMENTAL CAREER GUIDANCE IN ACTION, THE FIRST YEAR.
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EDRS PRICE MF-$0.75 HC-$6.32 158P.

DESCRIPTORS- *OCCUPATIONAL GUIDANCE, *DISADVANTAGED YOUTH, TABLES (DATA), QUESTIONNAIRES, COUNSELOR ROLE, ASPIRATION, *GUIDANCE PROGRAMS, CAREER PLANNING, VOCATIONAL COUNSELING, WORKSHOPS, EVALUATION TECHNIQUES, PROGRAM EVALUATION, CONSULTANTS, *PILOT PROJECTS, DETROIT, MICHIGAN, DEVELOPMENTAL CAREER GUIDANCE PROJECT

THE DEVELOPMENTAL CAREER GUIDANCE IN ACTION (DCGA) PROJECT SOUGHT TO/ (1) BROADEN AND RAISE THE EDUCATIONAL-OCCUPATIONAL LEVELS OF ASPIRATION OF A SELECTED GROUP OF DETROIT INNER-CITY PUBLIC SCHOOL STUDENTS, (2) DEVELOP A PILOT PROGRAM TO BETTER MEET THEIR NEEDS THROUGH EMPHASIS ON DEVELOPMENTAL EDUCATIONAL-OCCUPATION CAREER GUIDANCE IN GRADES ONE THROUGH 12, AND (3) TO INVOLVE THE STAFFS OF THE PARTICIPATING SCHOOLS IN THE PROGRAM THROUGH COOPERATIVE PLANNING AND DEVELOPMENT. IN PHASE 1, 40 REPRESENTATIVES FROM THE SCHOOLS MET WITH RESOURCE PERSONNEL TO DISCUSS ECONOMIC AND SOCIAL TRENDS, VISITED INDUSTRY, COLLEGES, AND COMMUNITY AGENCIES, DISCUSSED WAYS OF IMPROVING EDUCATION, AND DEVELOPED PLANS FOR PROGRAM IMPROVEMENT. IN PHASE 2, A THREE-PERSON TEAM WAS PLACED IN EACH SCHOOL TO WORK WITH THE SCHOOL STAFF, THE COMMUNITY, AND THE STUDENTS TO CARRY OUT A PROGRAM MEETING PROGRAM OBJECTIVES. RESULTS INDICATE THAT THE LEVEL OF STUDENT ASPIRATION INCREASED. STUDENTS SHOWED MORE GROWTH IN REGARD TO OCCUPATIONAL KNOWLEDGE AND PLANNING, RE-EXAMINED THEIR VALUE STRUCTURE, SHOWED A MORE ACCEPTABLE ATTITUDE TOWARD COUNSELORS, AND PERCEIVED A GREATER NEED FOR PROFESSIONAL HELP. THE PROJECT WAS EVALUATED BY DR. CHARLES MORRIS WHO CONCLUDED THAT THE IDEA AND STRATEGY FOR IMPLEMENTATION OF DCGA HAD MADE "A SIGNIFICANT CONTRIBUTION TO THE YOUNG PEOPLE IN THE PROJECT SCHOOLS." (PS)

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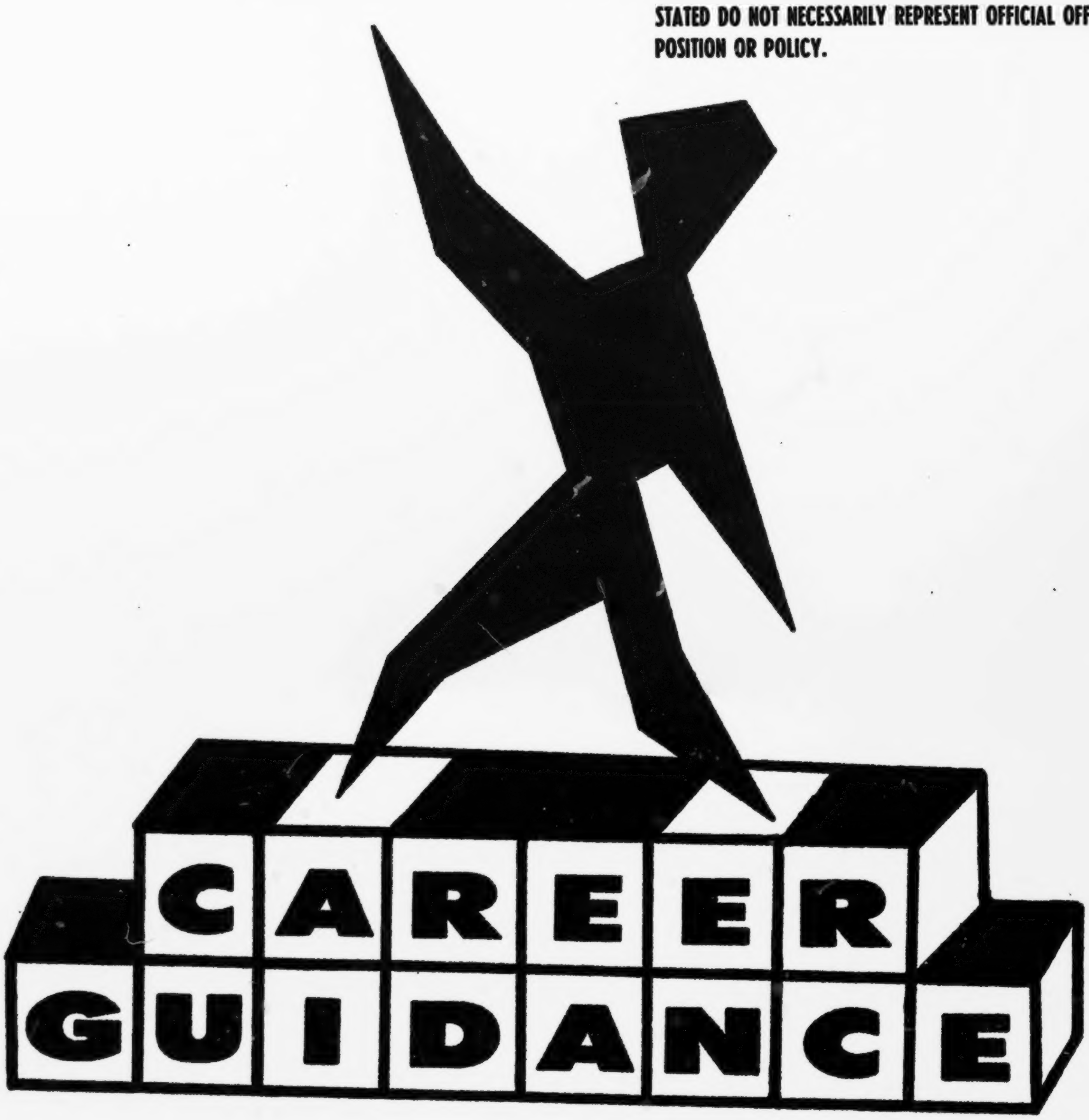

CAREER GUIDANCE

IN ACTION

THE FIRST YEAR

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DETROIT, MICHIGAN

CG 000 069

THE DEVELOPMENTAL CAREER GUIDANCE PROJECT: THE FIRST YEAR

Any enterprise, any undertaking, involves people, and no project, however conceived, is any stronger than the individuals who make - or do not make - it "work." The success of the Developmental Career Guidance Project is directly traceable to the people involved in this undertaking.

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ACKNOWLEDGMENTS

The Developmental Career Guidance Project had its inception in 1964, when a Workshop for the Analysis and Study of Employment Problems of Minority Youth was originated and presented by Wayne State University in cooperation with Plans for Progress, an industrial organization under the President's Committee on Equal Employment Opportunity. (That program has been replicated nationally in 1965 and 1966).

It is worthy of note that the project was initiated through the auspices of the Delinquency Control Training Center under the leadership of Dr. William Wattenberg. Further, Dr. Ronald Haughton and Dr. E. J. Forsythe of the Institute of Labor and Industrial Relations also contributed to the development of the project.

Representatives of Plans for Progress have been a continual source of aid. Mr. Howard Lockwood, Mr. Don Thomas, and Mr. Gerrard Peterson of the Washington staff have all, at one time or another, been of great help. Detroit industrial representatives of Plans for Progress to whom thanks are due include our advisory committee: Mr. Robert Bond and Mr. L. Stanley Doll of Ford Motor Company, Mr. Edward P. Franks of Chrysler Corporation, Mr. Edward N. Hodges, III of Michigan Bell Telephone Company, Mr. Robert Levinson of Burroughs Corporation, and Mr. Harold McFarland and Mr. A. S. Voorhees of General Motors Corporation.

Over all, Mr. Hobart Taylor, Jr., past Executive Vice Chairman of the President's Committee on Equal Employment Opportunity, has been a source

of encouragement to the project staff.

Mr. Douglas Dillenbeck, Director of Guidance for The College Entrance Examination Board, and Mr. Sanford Jameson of the Chicago Regional Office of the CEEB also contributed a great deal to the Project.

Staff members of the Detroit Public Schools have donated generously of their time and effort. These have included: Assistant Superintendents Dr. Carl Byerly and Dr. Charles Wolfe. Dr. W. Dean Edmundson, Field Executive of Region VII, has, throughout, been a tower of patience, understanding, and counsel.

Dr. Richard Dresher, Director of Guidance of the Detroit Public Schools, has been a contributing staff member from the beginning of the project.

We cannot adequately acknowledge our debt to Dr. Carl Marburger, initial co-director of the project, for his help and support.

We are grateful to authorities throughout the nation who visited our project and gave unstintingly of their combined wisdom and personal energy. That they did so for only a minimal honorarium is a tribute to their professional dedication.

To Dr. Donald Super, a special word of thanks, not only for his visitations and perceptive comments, but for his theoretical contributions which have provided us with a map to guide our activities. Without him, career guidance would continue to be fixed at a point in time.

Finally, we wish to express our deepest appreciation to the principals, teachers, and counselors of the project schools for their participation and cooperation beyond the call of duty.

CHAPTER I

INTRODUCTION AND OVERVIEW

> Nothing matters more [than education] to the future of this country; not our military preparedness -- for armed might is worthless if we lack the brain power to build a world of peace; not our productive economy -- for we cannot sustain growth without trained manpower; not our democratic system of government -- for freedom is fragile if citizens are ignorant.
>
> Lyndon B. Johnson
> Message on Education, 1965

The American republic since its birth has been characterized by growth and dynamic change. These twin factors have been nowhere more apparent than in the United States economy where employer and employee alike have continually had to adjust to shifting manpower requirements. The most noteworthy development in recent years has been the increase in workers' productivity -- a gain of 56% in output in the last three decades. Edward Denison has estimated that two-fifths of this rise is attributable to the increasing education of the work force (5). The advancing education of the work force has, of course, constituted a major contribution to the economic growth of the United States over the years. This economic growth in turn has resulted in the fantastic upsurge of the standard of living -- one without parallel in the history of the world. Our educational institutions have been turning out a constant stream of highly qualified professional and semi-professional personnel who have been contributing to the advance of the American way of life. Furthermore, educational attainments of the labor force have been growing by leaps and bounds: in the twelve year period from 1952 to 1964, the percentage of workers who had graduated from high school increased from 45 to 56% (21). Even more impressive, the percent of college graduates in the labor force increased from 8 to 11% in the same period (21). On the other hand, the educational implications of progress are also great. While the need for educated workers with adaptable skills has grown, the need for workers who possess obsolete skills and/or inadequate education has decreased greatly. To the present day,numbers of professional, technical, and skilled jobs remain unfilled while workers with little or no education are having difficulty in finding work in an economy that requires only 5% of its jobs to be filled by unskilled workers (7). Moreover, employers require a high school diploma for even the most routine jobs.

The population in the central city of Detroit, Michigan, has decreased greatly -- almost 10% in the 1950-1960 decade. Despite this decrease, however, the school population has increased almost 20% in the same period. Presently, the public school system enrolls almost 300,000 students in approximately 300 schools, including 23 senior high schools.

In these senior high schools, the socio-economic-educational level of the student body differs, as shown by a drop-out rate which ranged from a low of 2.14% to a high of 15.64% (32). Further, the college-going rate of those who graduate from the high schools also varies greatly. A recent survey of the post high school plans of graduates (23) revealed the following differences in percentage of students from comprehensive high schools who state they planned to enter college after graduation:

Highest Five Schools		Lowest Five Schools
88.0%		27.2%
76.6%		24.3%
59.9%	Detroit	23.7%
53.3%	Average: 42%	21.8%
51.8%		16.1%

Few inner-city students in Detroit are able to even contemplate entering college. Sain (29) found that only 6.2% of a sample of inner-city students were achieving at a "B" or "A" level. Further, he found that although 30% of his sample would like to go to college to receive advanced training for professional positions, less than 6% were taking courses that would allow them to do so. Sain also found evidence of a dearth of vocational counseling in the lives of inner-city youth which was substantiated by a recent project conducted at Wayne State University (18).

The report of this project noted that "It is not the socio-economic variables themselves but rather the psychological effects of these variables that are directly decisive. The psychological effects in this instance are those of a poor self-image, coupled with a low level of educational-vocational aspiration. Few inner-city students see themselves as professional or white-collar workers, as college or technical school students, as high school graduates. This is substantiated in the comment by the Educational Policies Commission: 'The disadvantaged are the least effective producers in the society. Many are incapable of effective employment in a modern economy. Job discrimination hampers many....'" (35).

Further, products of the Detroit inner-city environment have an unemployment rate several times that of their more fortunate contemporaries and when they do find work, it is generally of the semi-skilled, unskilled or service variety. Indeed, the most startling fact about the occupational distribution of inner-city workers -- most of whom are Negro -- remains their very heavy concentration in the low-paid, unskilled, and personal service jobs.

In summary, recent educational and vocational developments have had the result of making the phrase "no room at the bottom" (35) a very real one for individuals with no occupational-educational skills. Industrial progress has left them behind.

Thus, the rapid development of new methods of industrial production has been accompanied by the rapid obsolescence of the existing skills of untold numbers of workers. Unless a worker can demonstrate his capacity to adapt rapidly to new job demands, he often will find himself without any job.

In the State of Michigan, the dynamic nature of the state's economy is shown by the fact that the State's population has grown from 4.8 million to 8.5 million in the last three decades, a growth rate more rapid than that of the nation (20). And this rate is presently dependent not on immigration as it has in the past, but on an increase in the resident population with births in the last decade averaging 200,000 annually and a continued low death rate. Thus, the increase in the labor force is constituted, for the most part, of young workers, with workers under 25 increasing 56% in the present decade. The 150,000 teen-agers reaching 18 annually are entering a highly industrialized, highly competitive economy with the following changes being made in the Michigan labor force in the present decade (20):

Professional and technical workers	plus 56.5%
Proprietary and managerial workers	plus 15.3%
Service workers	plus 28.8%
Clerical and sales workers	plus 27.5%
Skilled workers	plus 11.4%
Semi-skilled workers	minus 4.0%
Unskilled workers	minus 28.2%
Farm workers	minus 19.3%

Accompanying these changes, an increasingly greater number of Michigan youth are preparing themselves for the present-day world of work by going to college with Michigan college enrollments increasing by 90 thousand in the present decade. Consequently, those who do not go to college, who do not take advantage of their opportunities, are being placed at an increasingly greater disadvantage as fewer younger workers are employed in the semi-skilled, unskilled, service, and farm worker categories (20).

Thus, the changing nature of work has resulted in the changing nature of the worker. As Clark has put it:

> The advanced stage of industrialization changes occupations in ways that bring the higher levels of the educational system into the economic foundations of society. The connection between education and occupation tightens as jobs are upgraded in skill, in new technical positions created as the professions expand, and the upper white-collar segment is made the fastest growing element in the occupational structure. Youth must study in college to qualify for work. (4)

The foregoing trends clearly indicate the need to better prepare disadvantaged youth to take their place as competitive, contributing citizens in our democratic society. Unless they receive this help in their own milieu, they will try to enter a world of work that does not desire them. Nowhere is this statement more true than in the setting of inner-city Detroit. In this setting, the Developmental Career Guidance Project attempted to fulfill the following objectives:

1. To aid a selected group of inner-city Detroit public school students to raise and broaden their educational-occupational levels of aspiration and make better plans concerning their post-high school futures.
2. To develop a pilot program designated to better meet the needs of inner-city youth through emphasis on developmental educational-occupational career guidance in grades 1 through 12.
3. To involve the staffs of the participating schools in the program through cooperative planning and development.
4. To systematically evaluate the program through analysis of student plans and attitudes.

In order to understand how the Developmental Career Guidance Project attempted to fulfill these goals, a brief review of the rationale undergirding the activities of the project is in order.

The Developmental Career Guidance Project focused on and attempted to affect the dynamic developmental growth of the approximately 8,000 students involved. Much of the theoretical framework involving activities has been drawn from the proposition advanced by Super that vocational development is, essentially, a process of implementation of self-concept. In his classic work, The Psychology of Careers, Super made this hypothesis even more clear by stating that vocational self-concepts begin to form in childhood and become more clear in adolescence (31). The work of Tiedeman and O'Hara has shown, further, that there is progressive clarification of vocational self-concepts through the senior high school years. Consequently, it would seem important to attempt to affect the career development process through attempting to affect the self-concept of individuals as they grow. This is not to say that one's social inheritance, personality, and aptitudes do not also have an important effect on the individual's career development, for they do set limits. However, it must be clearly understood that, in the eyes of the project staff, these limits are set much more by environmental factors than by physical inheritance.

Further, one's career development, and in fact one's total development, is clearly crucially affected by one's perceptions of the future as much as it is by his previous experience, as Vernon has stated (34). Thus, society must be committed to help an individual develop to his fullest capacity. The individual cannot develop to a greater extent than that to which he aspires -- and this level of aspiration is affected by his own individual, cultural, and group inheritance.

It is pertinent, at this point, to discuss the concept of level of aspiration, which the project staff followed and which helped to guide their activities. As the project staff conceived of this concept, level of aspiration refers not only to the setting of goals, but to the individual's willingness to pursue these goals. Level of aspiration, then, is not what an individual actually achieves, for the individual who sets particular educational or occupational goals for himself and then fails to work toward them would seem to be exhibiting a low level of aspiration. This would, further, suggest that there may be a cause-effect relationship between level of aspiration and level of achievement. In regard to minority youth, this would refer to the "self-fulfilling prophecy." This can be illustrated by a situation where a youth is told, "You cannot succeed, you will not succeed in a particular occupation or in a subject area or in school." The youth then often accepts this and also accepts a lower level goal or occupation. On the other hand, an individual who, when told that he might not be able to achieve a particular goal, but accepts this as a challenge and then redoubles his effort and achieves that goal, would be exhibiting a high level of aspiration.

The level of aspiration concept is of crucial importance to the career development of inner-city youth, for we have considerable evidence that one's level of aspiration is tied very closely to one's perception of his world and especially to one's perception of self (his self-concept).

Wylie (37) has concluded, regarding the relationship of level of aspiration to self-concept that self over-estimation is probably as common as self under-estimation. The effect on behavior, as McClelland brought out, differs because setting goals and carrying them through is markedly opposed to setting goals and then not carrying them through (24). So, counselors and guidance workers often feel that they have achieved their goal of helping an individual when they get a client to verbalize a goal which is acceptable to them, e.g.: "Don't you want to be successful someday, Johnnie?" "Well, yes, Mr. Jones. I guess I would like to be successful." "Fine, my boy. I know you will buckle down and study now." Following this, the counselor or guidance worker feels he has achieved his purpose.

Unfortunately, the person with a low level of aspiration often might verbalize a desire to achieve but will not take the necessary intermediate steps because he has doubts, unconscious or conscious, that he can truly succeed. Again, this is frequently common among minority youth. Consequently, aspirations of inner-city youth compared with those of suburban youth might seem to be similar on a superficial or strictly verbal basis since youths in both environments may communicate a desire to achieve similar goals. However, the person with a low level of aspiration, because of a lack of real belief and/or faith that he can achieve, will be unable to add the crucial effort which is so essential if his ability is to be translated into success.

McClelland has concluded that a higher level of aspiration is one that develops in an environment where individuals are encouraged to achieve goals independently and thus develop independence at an early age (24). So, one's perception of one's own future and the ability to perceive one's self as a possible success in a given occupation have a critical effect on career development. This is so because if an individual is unable to see himself as a white-collar, professional, technical or skilled worker, he will be unable to pursue the intermediate steps necessary to achieve these occupational levels, no matter how much he may verbalize his desires. Furthermore, role models, experience, family values and attitudes, and group and cultural values also vitally affect both aspirations and behavior of the individual.

Sub-culture and one's surroundings do not alone completely affect the individual's career development. Level of aspiration also reflects one's motivating needs and underlying personality organization. The recognition one receives for his actions, the amount of energy one devotes to achieving more on a certain level, also determine development.

Current studies of aspiration are more numerous than one might initially suppose. It is worth noting, however, that the subjects of many aspirational studies have been middle class youth, or those youth already in college: Dyne's (26) level of aspiration research focused on sociology students in college; Gilinsky's (8) study of self-estimate and aspiration used college students with no previous background in psychology; Holt's (13) work on aspiration as related to achievement and/or defense behavior, was with college undergraduates. Thus, while the above mentioned studies do offer relevant data concerning aspiration, none of them deal with either inner-city youth or minority group youth.

The following studies were conducted using high school youth as samples: Gist and Bennett (11) in their study of Negro youth noted that highest levels of aspiration were scored by Negro girls when compared to whites. The general results, however, were not clear-cut. Their study also indicated the influence of Negro matriarchy. While matriarchy was present in both groups, its dominant influence seemed to be among Negro youth. This study somewhat contradicted Stephenson's (30) conclusion that Negro occupational aspirations would exceed occupational plans by a larger margin in each social class than in the case of their white counterparts. A uniformity was shown between plans and aspiration, regardless of race or occupation. Haller and Butterworth (12) conducted a study of peer influence upon occupational and educational aspirations. Their results were not conclusive, e.g., that there is a definite intercorrelation between occupational and educational aspiration among peer-pairs. In essence, this study indicates and suggests the need for longitudional studies to measure changes in aspiration.

Those studies which have been conducted within or at least embracing the lower-socio-economic classes of youth have,as a general rule, dealt only with specific portions of them, e.g., Rosen's research (23), done with tenth graders in New Haven, works specifically with achievement. Wilson's research (36) done in the San Francisco Bay area, consisted of high school boys in urban areas. Aspirational goals for higher education were related to parents' educational level and occupational status. He concluded that the research substantiates the hypothesis that the mother's education and the child's aspiration toward college correlate. Other data in this area of aspiration appear to be of marginal value.

Lerner's (22) study of lower class Negro and white youth indicates with some certainty that in certain cases, Negro aspiration levels are higher:

> Over and above this influence (those who are not mobile are failures) we would posit another pressure which would intensify this drive among Negroes: the acute problem of lack of self-esteem which besets the members of a minority group which has psychologically accepted its inferior status. An inordinate drive toward success can thus be seen as an expression of the search for enhanced self-esteem.

Uzell's work (33) with high school Negro boys in North Carolina reveals that there is a significant relationship between levels of aspiration and education, and between aspiration and school success.

The preceeding all give concrete evidence of the need for greater career guidance with Negro youth because of their background and heritage.

The struggle of the American Negro to achieve equality is indisputably one of the most crucial in our times. The riots of 1964-1965-1966, the enactment of the Federal Civil Rights Bill, and the billion dollar Anti-Poverty Program of the federal government are evidence of the importance of this struggle. Members of minority groups -- including Mexicans, Puerto Ricans, and others, as well as Negroes -- now have the protection of laws against discrimination in employment, education, and public accommodations and housing. Further, many occupations heretofore closed to minority groups are now open to them.

Now that this protection and these opportunities are available, however, new problems previously not apparent have become evident. As Ginzberg has pointed out:

> Because of his history, the American Negro is not prepared in the same way as the white population to take full advantage of the economic opportunities that exist. The Negro must alter many of his values before he will be able to cope effectively with his new situation. (3)

Far too often, the member of a minority group, because of his experience and background, has a distorted perception of what the present-day world has to offer -- and with good reason. Not only have non-whites in general had an unemployment rate over 100 percent higher than their white

white counterparts, but this difference has prevailed in all occupational groups as well, white-collar as well as blue-collar (5). And this is true even at this stage of unequaled prosperity. In July of 1965, while the total number of unemployed dropped by 700,000, the number of unemployed Negro males over 20 years of age rose from 256,000 to 288,000 (21). In 1966, the "job gap" continues to be a reality. That is, many more Negroes are employed in lower-level occupations than their white counterparts. On the other hand, fewer Negroes are employed in higher-level occupations. Consequently, the non-white youngster often sees the world as being without opportunity for him. He reasons, therefore: "Why bother preparing for such a world?" To cite but one illustration of local common knowledge: the U.S. Post Office in Detroit was for years known as "the graveyard" of the educated Negro," since so many Negro employees had attained baccalaureate and higher degrees.

By virtue of his position, the counselor has an undeniable responsibility if he is to face this "major challenge in the counseling and guidance of Negro youth" (3). Minority youth need to be helped to become aware of the opportunities open to them and of how to prepare themselves to take full advantage of these opportunities.

The point may be made that the counselor should not give special attention to any one particular group, for his responsibility extends to all individuals whom he serves. As Briggs and Hummel (2) point out, though, "If the counselor's concern is with the individual child, then he cannot justify rejecting valuable content materials which will assist him in the application of his professional skills in the guidance of thousands of individual students who also are youth of minority groups."

Moreover, in far too many cases, counselors have not been perceived as professionals who have helped non-white youth to "become all they are capable of becoming." Burton I. Gordin, Executive Director of the Michigan Civil Rights Commission, recently states:

> Too often we still hear the charge that the school counselor does not encourage the minority group youngster to seek the training which will prepare him for the expanding job opportunities which every day are being made available to him. More than anything else, the expectation of a productive job can provide the hope and faith which are at the base of this problem. (4)

In many cases, the counselor, although cognizant of his responsibilities, is not aware of the opportunities available to qualified minority group job seekers. Howard C. Lockwood, a representative of Plans for Progress, a voluntary industrial organization, summed up the situation when he said:

> The most serious problem that companies have run into in the last few years is to find enough qualified minority applicants. As companies have sought out and rapidly hired non-whites to fill positions, the supply of qualified applicants has dwindled. (8)

Why is this true? One major reason is the ignorance of minority and inner-city youth: ignorance of the improved situation concerning opportunities for minority youth; ignorance concerning the world of work in general; ignorance concerning the educational and vocational training opportunities available to them; ignorance of the kind of educational and vocational training required for various careers.

Therefore, information about society's opportunities and society's requirements must be provided to each child to help him escape the economic and social ghetto that imprisons or limits him. As John Gardner, the Secretary of The Department of Health, Education, and Welfare, said:

> The most important thing that [society] can do is to remove the obstacles to individual fulfillment. This means doing away with the gross inequalities of opportunity imposed on some of our citizens by race prejudice and economic hardship. This means a continuous and effective operation of talent salvage to assist young people to achieve the promise that is in them. The benefits are not only to the individual but to society. (8)

Youth need help -- personal help -- to grow toward maturity. Too often they are called upon to make decisions in isolation.

The loneliness of Negro youth in making fundamental decisions about education is shown in a 1959 study of Negro and white drop-outs in Connecticut high schools:

> Only 29 percent of the Negro male drop-outs discussed their decision to drop out of school with their fathers, compared with 65 percent of the white males (38 percent of the Negro males were from broken homes). In fact, 26 percent of the Negro males did not discuss this major decision in their lives with anyone at all, compared with only 8 percent of white males. (26)

A study of Negro apprenticeship by the New York State Commission Against Discrimination in 1960 concluded:

> Negro youth are seldom exposed to influences which can lead to apprenticeship. Negroes are not apt to have relatives, friends, or neighbors in skilled occupations. Nor are they likely to be in secondary schools where they receive encouragement and direction from alternate role models. Within the minority community, skilled Negro 'models' after whom the Negro youth might pattern himself are rare, while substitute sources which could provide the direction, encouragement, resources, and information needed to achieve skilled craft standing are nonexistent. (26)

This illustrates the fact that when children and adolescents realize the "depressed status of their minority culture -- the perceived absence of opportunity for progress and advancement -- apathy will set into their lives...." (34)

Phillip Vernon has said, in discussing the development of personality and intelligence, that both personality and intelligence "depend on a child's perception of the future as well as of his past." (34)

Consequently, the Developmental Career Guidance Project has attempted to aid individuals to become more aware of themselves in their world. Objectives of the program, which the staff feels should be the objectives of counselors in schools everywhere, specifically were these:

1. To broaden the perceptual field of inner-city youth regarding occupations and opportunities.
2. To help overcome the lack of planning for the future evident in so many inner-city youth. To help them make realistic plans for their future. This cannot be done overnight. So many youths are so filled with anxiety about immediate necessities -- of satisfying their needs right now -- that they need help with this first. Furthermore, inner-city youth should not be told about "pie in the sky," but rather the truth about opportunities. Then they should be helped to prepare for their future.
3. To provide better role models. It is not enough to tell youth there are better opportunities awaiting them. It is not enough to show them pictures or provide them with brochures and descriptions.

> They have to be able, as President Johnson has said in a different context, "To press the flesh." Role models must be found who will provide youth with a better focus for self-evaluation and comparison. O'Hara has stated, "Role models early begin to exert their influence on vocational choice." (32)

Over-all, the Developmental Career Guidance Project is trying to affect self-concepts of individual students. We have evidence that most inner-city youth do not see themselves as worthy. Minority youth often have damaged pictures of themselves because the world in which they live has rejected them. The affect of this prevailing attitude on the self-concept of the minority youngster is for him to conclude that it is better to be white, and to detest himself for what he is, however much this may be an unconscious process.

Consequently, if youth are to raise their level of aspiration, they must be helped through conseling to accept themselves and not simply be provided with information. In the delightful musical comedy, "How to Succeed in Business Without Really Trying," there was a splendid example of what all youth should be helped to achieve. The reader may recall a scene in which the hero was about to enter one of those pleasant meetings which occur only in the business world (never in the academic cloister) where everyone in the conference seeks to further his own cause. On his way to this pleasant experience, the hero uses his gold key to go into the executive washroom, where he looks into the mirror and sings,

> "I believe in you. You have the cool clear eye of a seeker of wisdom and truth.... Oh, I believe in you...."

Truly effective counseling and guidance must help youth to believe in themselves, to become better able to take their places as worthy, contributing citizens in our free society.

To achieve this, the Developmental Career Guidance Project was designed to progress in several phases:

Phase I of the Developmental Career Guidance Project consisted of a two-week workshop for school personnel from an experimental region in inner-city Detroit. The workshop was designed to achieve several major objectives, as follows:

First and foremost, Phase I was designed to stimulate the workshop participants to develop a total career guidance program in their own school; to help them think through the initial planning; to work on the actual organization of such a program during the year; to help prepare them to serve as an advisory committee to the guidance consultant who was placed in each school during Phase II of the project. Accordingly, Phase I activities were so structured that participants were talked with not talked at. In only one incident was there "a speaker." This was Detroit City Councilman, Mel Ravitz, who gave the keynote speech. Thereafter, panels were set up whose members were asked to speak for ten minutes and then to interact among themselves as well as with the entire group. In this first phase of the project, participants were helped to discuss in groups what they may have observed or seen. Co-terminal activities were arranged so that workshopmembers would visit a variety of community agencies, employers, and post high school educational institutions.

A second goal was to help participants better understand and communicate with inner-city youth. In order to accomplish this, participants were encouraged to interact with a panel of youngsters drawn from the Brewster-Douglas housing project. Also, some sixty unemployed inner-city youth were brought to the Guidance Laboratory at Wayne State University in the College of Education so that each participant might have an interview with one of them.

A third major purpose was to realistically acquaint participants with the present employment situation. To help achieve this end, visits were made to a variety of employers: several automobile manufacturers, a department store chain, a bank, two utilities, a major non-automobile manufacturer, an electronics industry, and a grocery chain.

To gain awareness of employment opportunities available to those who have more than a high school preparation was a fourth purpose. Consequently, visits were scheduled to several different types of educational institutions: four year colleges, two-year colleges, and vocational schools.

Finally, the fifth major purpose of the initial phase was to alert participants to various community agencies so that a base of co-operation could be organized that could be built upon during the school year. This helped participants to realize that there is other assistance available for inner-city youth, and helped to strengthen bonds of communication between service agencies and schools.

The over-all goal was to encourage workshop participants to look critically at their school program with an eye toward utilization of occupation and career as a focus for helping inner-city youth raise their level of aspiration and, beyond this, helping them to acquire the skills and knowledge necessary to gain a foothold on that higher level.

The remainder of this report of the Developmental Career Guidance Project describes the setting in which the Project took place; the activities which took place in various schools and at various levels; and the evaluation which has thus far taken place. Of course, the final evaluation must be in terms of effects on student behavior: drop-outs, rate of absenteeism, and, finally, in terms of the careers pursued by graduates.

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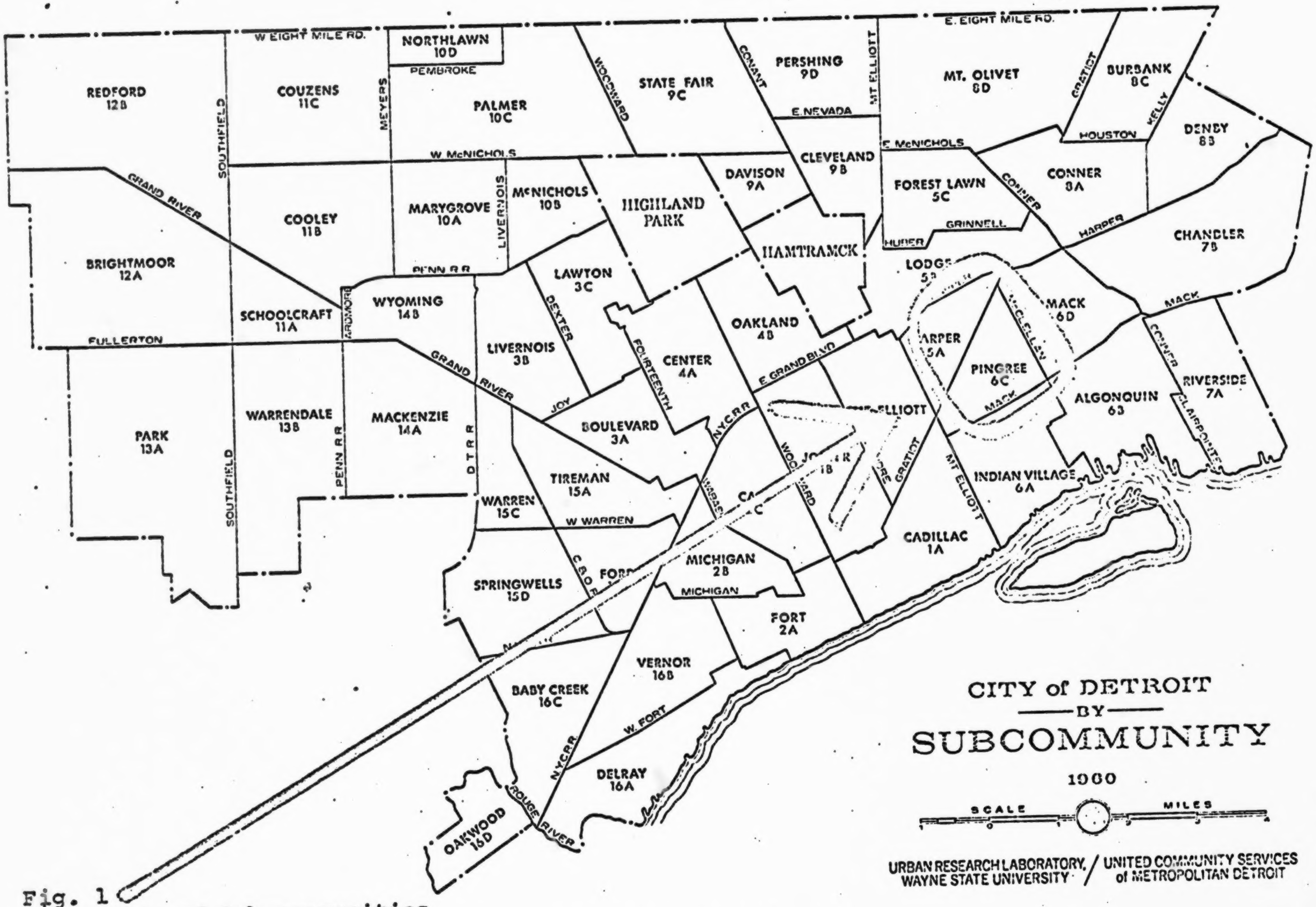

Fig. 1
Location of Sub-communities
which Developmental Career Guidance Project Operated

CHAPTER II

THE SETTING IN WHICH THE DCG PROJECT HAS OPERATED

INTRODUCTION

The DCG Project has operated in region VII of the Detroit Public School System since its inception. This region was selected because it adequately met the criterion of location in the inner-city and because the Field Executive and principals of the developmental cluster were willing to cooperate with the project. The Detroit geographic region is one known as Harper and Pingree (See Figure 1). This area ranks in the lowest quintile of Detroit sub-communities in regard to such characteristics as, families with incomes under $3,000, number of unemployed persons, Aid to Dependent Children families, and family disorganization. (See Table 2). A further indication of the socio-economic ranking of the experimental region may be gained by a perusal of Table 1, which gives a more detailed indication of certain characteristics of both experimental and control schools according to census-tract data.

A short description of each of the project schools follows:

BARBOUR JUNIOR HIGH SCHOOL

When Barbour Junior High School was built, approximately forty years ago, it was reputed to be the largest junior high school in the nation, having a student population of 2200. Today, the school serves 1900 pupils. In its forty years of operation, the character of the com-

SOCIOMETRIC CHARACTERISTICS OF EXPERIMENTAL AND CONTROL SCHOOLS

TABLE I

	% Pop. Inc. Last Decade 1	% Resident Sq. Mile 2	% 6-17 Years 3	Med. Family Income 4	% Prof. & Manag. 5	% Labor & Service 6	% Unemployed 7	% Over 18 not living both parents 8	Med. Ed. Adults over 18 9	% Living in Sound Housing 10	Disrupted Marriages Per M 11	% Non-White 12
ELEMENTARY SCHOOLS												
C1	16.4	12,603	18.6	5,903	8.3	16.5	9.2	13.0	8.6	86.8	81.6	48
E1	-8.3	20,717	22.9	4,815	6.1	23.4	15.0	24.6	9.0	82.6	181.7	98
C2	-15.8	14,324	22.2	5,091	7.2	20.8	12.5	21.1	8.9	88.2	131.6	100
E2	-21.6	15,572	22.3	4,982	9.1	20.8	12.8	23.8	8.8	76.5	157.6	95
C3	-17.4	15,751	19.9	5,982	7.2	28.4	18.0	15.8	8.8	69.1	123.4	54 (24/30)
E3	-21.6	15,572	22.3	4,982	9.1	20.8	12.8	23.8	8.8	76.5	157.6	95
JUNIOR HIGH SCHOOLS												
C4	-32.3	17,866	17.3	4,379	8.0	28.8	16.3	34.8	8.9	68.0	204.9	100
E4	- 8.3	20,717	22.9	4,815	6.1	23.4	15.0	24.6	9.0	82.6	99	181.7
C5	-13.0	8,815	18.5	6,174	11.3	13.9	9.2	13.1	9.1	86.0	94.0	31
E5	-17.3	13,455	19.7	5,853	9.3	15.0	10.7	11.8	8.7	82.7	86.4	50
SENIOR HIGH SCHOOLS												
C6	-24.5	5,965	21.9	5,016	7.9	21.5	14.9	22.1	8.4	62.5	75	215.1
E6	- 9.8	9,569	20.7	4,690	18.6	18.9	14.8	32.5	9.6	72.2	95	213.2
AVERAGE												
Control	-19.9	12,554	20.1	5,441	8.3	21.5	13.3	20.0	8.8	75.9	141.8	68
Exp.	-14.5	15,933	21.8	5,023	9.7	20.4	13.5	23.5	9.0	78.8	163.0	88

TABLE 2

Social Rating of Sub-communities in which Developmental Career Project Operated

(Quintile values of 49 subcommunities in Detroit)

Civil division	Low income and dependency			Family disorganization		Housing conditions	
	Families with incomes under $3,000	Unemployed persons	Aid to dependent children families	Disrupted marriages	Children not living with both parents	Sound housing	Deteriorating & dilapidated housing
Detroit City							
Cadillac 1A	5	5	5	5	5	1	5
John R 1B	5	5	5	5	5	1	5
Mt. Elliott 1C	5	5	5	5	5	1	5
Fort 2A	5	5	5	5	5	1	5
Michigan 2B	5	5	5	5	5	1	5
Cass 2C	5	5	5	5	5	1	5
Boulevard 3A	5	5	5	5	5	3	3
Livernois 3B	4	4	5	5	5	4	2
Lawton 3C	5	5	5	5	5	4	2
Center 4A	5	5	5	5	5	3	3
Oakland 4B	5	5	5	5	5	1	5
Harper 5A	5	5	5	5	5	1	5
[illegible] 5B	4	5	4	4	4	2	4
Forest Lawn 5C	3	5	2	3	4	4	2
Indian Village 6A	5	5	5	5	5	1	5
[illegible] 6B	5	5	5	5	5	1	5
Pingree 6C	5	5	5	5	5	2	4
[illegible] 6D	5	5	5	5	5	3	3
Riverside 7A	4	5	5	5	4	3	3
Chandler 7B	4	3	4	4	4	5	1
Conner 8A	3	3	2	3	3	5	1
Denby 8B	2	2	1	3	3	5	1
Burbank 8C	3	3	1	3	3	5	1
Mt. Olivet 8D	2	3	1	3	3	5	1
Davison 9A	5	5	5	5	5	2	4
Cleveland 9B	4	4	4	4	4	3	3
State Fair 9C	3	4	4	4	4	3	3
Pershing 9D	3	4	4	4	4	5	1
Marygrove 10A	3	3	2	4	4	4	2
McNichols 10B	4	4	5	5	5	3	3
Palmer 10C	2	1	1	4	3	5	1
Northlawn 10D	4	5	5	5	4	3	3
Schoolcraft 11A	2	2	1	3	3	5	1
Cooley 11B	2	2	1	4	3	5	1
Couzens 11C	2	2	1	3	2	5	1
Brightmoor 12A	3	2	3	4	4	4	2
Redford 12B	1	1	1	3	2	5	1
Park 13A	1	3	2	3	2	5	1
Warrendale 13B	4	3	5	4	4	5	1
MacKenzie 14A	3	3	2	4	3	4	2
Wyoming 14B	3	2	2	4	4	4	2
Tireman 15A	5	5	5	5	5	2	4
Ford 15B	5	5	5	5	5	1	5
Warren 15C	5	5	5	5	5	3	3
Springwells 15D	4	4	3	4	4	2	4
Delray 16A	5	5	5	5	5	1	5
Vernor 16B	5	5	4	5	5	1	5
Baby Creek 16C	4	4	3	4	4	2	4
Oakwood 16D	4	4	5	5	5	3	3

munity it serves has undergone a marked shift from middle-class white to predominantly (about 95%) upper-lower class Negro, though there are some lower-middle class families in the area.

Barbour's professional staff is racially mixed, about 50% Negro. About 40% of the staff hold master's degrees; a few have educational specialist degrees. Approximately 76% of the staff have less than ten years of teaching experience, though more than half of these have above five years of experience. Average class size is about 37 pupils. The curriculum, typical of most junior highs, is exploratory in nature, exposing students to many instructional areas.

BURROUGHS JUNIOR HIGH SCHOOL

Burroughs Junior High School was built in 1927 as a complete junior high unit with a rated capacity of 1400 students. Subsequent modifications and consolidations in room use have reduced the initial capacity to 1280. Overcrowding is chronic and stems from two conditions: (1) The school was constructed at the approximate center of a residential corridor hemmed by cemetaries, industrial complexes, the Detroit City Airport, major traffic arteries, and the adjoining city of Hamtramck; (2) When the school was constructed, the service area contained an exceptionally high proportion of Roman Catholic families whose children attended parochial schools. But for the past eleven years, the

Roman Catholic population has gradually declined and there has been a commensurate increase in public school enrollment. Although the school is bordered by heavy and light industrial complexes, there are no major industrial plants within the area itself. Business and commercial enterprises are concentrated on the main traffic arteries. Enterprises are small, many are family owned and operated, and they seldom employ more than three or four workers. Markets, drug stores, furniture stores, bars, gasoline stations, restaurants, barber shops, clothing stores, confectionary stores, jewelry stores, small variety stores -- all these are typical of the type of enterprise found in the immediate school area. In the northern part of the corridor, where the area is narrow, the corner store is rare; in the southern part, populated mostly by Negro families, the corner store is common, though many stand vacant.

The school is staffed by seventy-three certified and thirty-two non-certified employees. It has forty-nine regular classes and one special preparatory class. Except for the special class of nineteen students, the regular classes vary in size from thirty to thirty-eight students, with an average of thirty-four per class. The school serves 1667 regular students, plus 19 Special Preparatory students for a total of 1686. Approximately 23% of the students are over-age in grade. In May, 1966, the office admitted 32 students and discharged forty. The transiency rate averages 2.15% per month, and absenteeism averages 15% daily.

HILLGER ELEMENTARY

Built in 1912, Hillger Elementary School sits on the edge of a playground, in a relatively isolated position compared to most elementary schools. Small, overcrowded, and looking every bit its age, the school somehow manages to accommodate the 758 students, although it was originally built for 400. Two portables have been added to handle the overflow, but they do not provide adequate relief.

The surrounding population is about 99.9% Negro, most of whom are on a low socio-economic level. The average income is between $4,500 and $5,000 a year. About 5% of the families receive welfare or ADC benefits.

Classes average 34.7 pupils. Transiency is about 10% and absenteeism about 5%. The staff consists of a principal and an assistant principal, one counselor and twenty-two teachers. Four teachers have received master's degrees. In addition to the regular staff, there is a school nurse, a speech teacher, and an instrumental teacher who come on a part-time basis.

On standardized tests, the 3rd graders are average. However, at the 5th grade level, they drop one year below the national average, and by the 6th grade, they have dropped a full year and a half. About 4% of the children are retained for academic reasons. Many of these are helped by the Great Cities Project which sponsors after-school remedial reading and arithmetic classes. Children who are far below level, as shown by the National Testing Bureau, are placed in special classes during the day.

KETTERING SENIOR HIGH SCHOOL

The Charles F. Kettering Senior High School began operation in the existing Trombly Trade School Building in February, 1965, with approximately 250 students from Barbour Junior High School enrolled in the first 10B class. In September, 1965, the first unit of the new school building was completed and an additional class of 10B students joined the 10A students there. The Trombly Trade School became the Kettering High School Annex, housing trade, vocational, and business education classes. Kettering Senior High School is unique in that the campus spans an expressway overpass from the main building to the annex. The first unit includes a gymnasium, dining-assembly room, library, science laboratories, and classrooms in a modern two-story building. Construction of the second unit is underway.

The Kettering Senior High School area has been one of a combination residential-commercial-industrial development projects. In recent years, an east-west expressway has been developed through the area. At the south end of the service area, the Mack-Concord Neighborhood Conservation Program has been in effect. The residential area has remained substantially well-kept; the industrial parts of the area have undergone various stages of transition.

In 1965, there were 65 teachers and professionals at Kettering Senior High School, with a pupil-teacher ratio of 19.47 to one. As of April, 1966, there were 1047 students: 542 boys and 505 girls enrolled in the high school division. In addition, there were also 136 boys in the trade division and 18 students in a Special Preparatory program. The curriculum breakdown includes college preparatory, with 24% of the students enrolled; business education, with 41%; and technical-vocational, with 35%. There are no students in a general curriculum, common in other Detroit senior high schools. Students in the trade division specialize in six trades: carpentry, welding, painting and decorating, sheet metal, drafting, and machine shop. Approximately 80% of Kettering's students are Negro. The school's daily attendance approximates 90%, tardiness 6%. Transiency has been low. Admissions run about 2% and discharges and student mobility within the district are not significant. The drop-out rate for the first semester of operation was 2.3%; 5% of the total enrollment dropped out during the semester which ended in January, 1966; and approximately 5% dropped out during the semester which ended in June, 1966.

ROSE ELEMENTARY SCHOOL

Located in Detroit's inner-city area, Rose School, built in 1897, is one of the older elementary schools in the city. It serves a population of 685 youngsters in grades K - 6, an overcrowded condition which is attested to by the fact that two portable classrooms have been erevted to accommodate two primary grades. Though the community population may be as high as one-third white, the children who attend Rose are 96% Negro. The school staff includes two administrators, a guidance consultant, twenty-two full-time teachers, one half-time kindergarten teacher, a music teacher three days per week, an art teacher two days per week, and a visiting teacher who reports at the school one day every other week.

STEPHENS ELEMENTARY SCHOOL

Built in 1912, Stephens School has, in addition to its regular elementary school program, classes for the deaf, blind, partially blind, Special B girls, and the offices of the district Visiting Teacher..

Two planned additions have been added and portables and an annex were utilized after World War II. Recently, basement lavatories have been converted into classrooms to help accommodate the present enrollment of 1,061. The student body is 96% Negro, and the faculty is racially integrated. Thirty one of the 34 full-time staff members are female. Special services include a speech therapist, and an instrumental music teacher two half-days per week. There is also a full-time guidance consultant.

The average percentage of daily attendance has not appreciably decreased in the past three years, although transiency has increased noticeably.

TABLE 3

RANKINGS OF EXPERIMENTAL AND CONTROL SCHOOLS ON SELECTED CENSUS CHARACTERISTICS AND FRIEDMAN ANALYSIS OF VARIANCE BY RANK TEST

AVERAGE EXPERIMENTAL AND CONTROL SCHOOLS

	% Pop. Inc. Last Decade 1	# Residents Sq. Mile 2	% 6-17 Years 3	Med. Family Income 4	Prof. & Manag. 5	% Labor& Service 6	% Unemploy-ed 7	% Over 18 not Living both Parents 8	Med. Ed. Adults Over 18 9	% Living in Sound Housing 10	Disrupted Marriages per M 11	% Non-white 12
CONTROL												
Elem C1	6	4	2	10	7	3	1	2	2	11	1	2
Elem C2	5	6	8	8	3	6	4	5	7	12	5	11
Elem C3	8	9	5	11	4	11	12	4	4	3	4	4
JHS C4	12	10	3	1	6	12	11	12	8	2	10	11
JHS C5	4	2	1	12	11	1	1	3	11	10	3	1
SHS C6	11	1	7	7	5	8	8	6	1	1	12	5
Avg. Rankings	7	7	4	9	6	7	7	4.5	6.5	6	4	4.5
EXPERIMENTAL												
Elem E1	1	11	11	3	1	10	9	9	10	7	9	9
Elem E2	10	7	9	5	8	6	5	8	4	5	7	8
Elem E3	10	8	10	6	9	6	6	7	6	6	6	7
JHS E4	1	12	12	4	2	9	10	10	10	8	8	10
JHS E5	7	5	4	9	10	2	3	1	3	9	2	3
SHS E6	3	3	6	2	12	4	7	11	12	4	11	6

Friedman Analysis of Variance Rank - Test

$W=\frac{12\Sigma D^2}{R^2(C^3-C)}$ $W=\frac{12(1841)}{144(1716)}$ $W=\frac{22092}{247104}$ $W=.089$ (N.S.)

CONTROL SCHOOLS

Control schools were selected to match the experimental schools as closely as possible. As can be seen in Table 2, differences in regard to the selected census tract data are not great. In order to determine whether or not these differences were significant, rankings were made and the Friedman analysis of variance by rank test was carried out. The results are shown at the bottom of Table 3. Thus, the assumption could be made that students from the experimental and control schools were comparable.

The rankings of students of the experimental and control schools on certain standardized tests are indicated in Table 4. These represent the latest available data from the Office of Evaluation and Research of the Detroit Public Schools. The practice in the Detroit Public Schools is to determine a composite percentile ranking based on income, the percentage of overageness in the school, scholastic achievement, scholastic aptitude, and the racial composition. Thus, Table 4 indicates that the pairings of the experimental and control schools was acceptable since in no case did the differences in these composite percentages exceed four percentage points. In that case, (E_2 and C_2), the experimental elementary school ranked at the 21st percentile and the control school ranked at the 25th percentile. The interested reader will, further, note that in almost every case, the achievement and aptitude ranking of the control schools was higher than that of the experimental schools.

TABLE 4

PERCENTILE RANKS OF SCHOOLS ON STANDARDIZED TESTS

Aptitude and Achievement Tests (1961 - 63)

School	1963 Aptitudes			1963 Achievement			Composite %	% School Population Non-White
	Kg.	Grade III	Grade V	Grade IV	Grade VI	Grade VIII		
Elem C1	76%ile	55%ile	6%ile	35%ile	46%ile	--	30%ile	48%ile
Elem E1	10	10	15	7	13	--	30	98
Elem C2	1	7	12	11	24	--	21	100
Elem E2	20	.1	1	17	25	--	25	95
Elem C3	57	25	28	49	45	--	27	54 (24/30)
Elem E4	19	42	42	44	21	--	28	94
	Grade VII	Grade VIII				Grade VIII		
JHS E4	12	4				4	9	99
JHS E5	30	31				32	35	50
JHS C4	8	2				7	11	100
JHS C5	36	34				38	38	12
	Grade X	Grade XII			Grade X	Grade XII		
SHS E6	7	16			7	2	-	99
SHS C6	25	45			25	26	-	75

Aptitude Tests Grades III & V: Cal. Test of Mental Maturity
Grade VIII: Differential Aptitude Tests
Grade X - XII: School & College Ability Tests

Achievement Tests: Grades IV, VI, VIII: Iowa Tests of Basic Skills
Grades X, XII: Sequential Tests of Educational Progress

Composite Percentile Ranking (Based on Ranking In Detroit System)
Is based on composite of rankings on:
a. Median family income
b. % of averageness
c. Scholastic achievement
d. Scholastic aptitude
e. Racial count 1965
% Negroes plus % others

Thus, the pairings of the experimental and control schools was deemed adequate so that the evaluation of the results of the Project's activities on students and faculty, as described in Chapter 6, could be carried out.

CHAPTER III

ACTIVITIES

RATIONALE AND BROAD OBJECTIVES FOR ACTIVITIES

Developmental career guidance is an on-going process. This concept is, and has been, at the core of the DCG Project. Stress is continually given to developmental aspects of career knowledge, aspiration, choice, and planning as these are present in growing boys and girls. Stress is given to the over-changing nature of society: the world of work, social forces and institutions, educational preparation for adult life. Stress is given to guidance and counseling which is based upon our knowledge of growth and development patterns in young human beings.

Guidance thus oriented is conceived as being dynamic, contiguous with growth stages, relevant to the real world of work as it exists and evolves, and integrative of multiple old and new experiences. But such a conception cannot be seen as unrelated to what happens to a growing youngster in his classroom, his peer group, or his home life. Nor can it be seen as simply the province of one educational helper, the guidance counselor. Rather, such a conception involves a totality, the various parts of which contribute to a unified center of interest. All those people and learning experiences which contribute to the development of a child are included.

Work, as a center of interest around which to build a curriculum and a guidance program, is uniquely appropriate. Practically every school subject, every physical, social, and mental skill, every structured or unstructured educational experience can be related to work, either directly or indirectly. As a focus, a matrix, it serves as no other.

The need for a broader spectrum of experiential knowledge among culturally disadvantaged youngsters is manifest, it they are to trade their ill-begotten circumstances of life for those higher up the socioeconomic scale, if they are to participate equally in the offerings and opportunities of an affluent and open society, if the forces which oppose such upward mobility are to be mitigated. Low levels of aspiration, poor self-concepts, lack of adequate academic and social skills, decelerating scales of motivation: these and a host of other characteristics found among youngsters whose lives begin and take shape at the bottom of society's social structure have been described again and again. It is among this segment of our population, where work models are few, where broad knowledge of the political, economic, commercial, and industrial aspects of the world are lacking, where life is unplanned and often chaotic, where distractions are legion, self-discipline is misdirected, and the unknown and misunderstood power of others often threatens survival that a program such as the DCG Project, at once both remedial and burgeoning, may be significant. At least this hope and motive gives determination, drive, and dedication to all who are associated with it.

With so much said, it can be understood that the most prominent and over-riding objective of the program has been and continues to be the increase in awareness about all phases of work in every child in every school in the project. An all-embracing effort has been made in the first year of operation to create an atmosphere in the project schools were a consciousness of the world of work is unavoidable. Building upon whatever base exists in the young child as he enters school, the DCG Project is designed to add work knowledge and experience, in proportions commensurate with the child's ability to absorb, as he rises through successive grades.

A second dominant objective of the program is to help every child to develop a realistic and functional awareness of himself as a worthwhile human being who will one day cross the threshold of the world of work. Individual potential, attitudes, values, skills, aspirations, interests, aptitudes, perceptions, relationships, self-image: all are focal points.

A third major objective is to inform, involve, and coordinate all significant others, those who help mold the personality of each child, into a smooth-working team. Common understandings, interests, and points of view are sought. Thus, interaction between groups and among group members is vital, and effective communication is a constant concern.

ACTIVITIES

In general, the activities which have been carried on in the DCG Project fall into the following seven categories:

I. Counseling.

A. Individual vocational career counseling: students were encouraged to seek understanding of themselves through individual conferences. They were helped to examine themselves and to broaden individual perceptions.

B. Group counseling: selected groups of children were organized and worked with in scheduled conferences. Counseling focused on common problems, perceptions of self and others, reality testing related to school progress, development of social skills, examination of vocational aspirations and interests, and examination of attitudes and values.

II. Dissemination of information.

A. Individual classes: consultants worked with each individual class and classroom teachers in the school to effect a process whereby children's individual understanding of educational and occupational opportunities is broadened.

B. School activities: consultants attempted to stimulate exploration of the educational-occupational world as well as the self world through all such activities as assemblies, etc. The end of these activities was not to have individuals make premature vocational choices, but to emphasize the importance of future and career on self development.

III. Broadening of perceptions.

A. Field trips: in each school, field trips were made to cooperating industries wherein students were helped to gain more knowledge of occupations and requirements. Further, they were helped to talk with, interact with, and observe workers, thus giving them the opportunity to meet and identify with a more varied range of workers than those with whom they ordinarily come in contact.

B. Speakers: speakers from various professional, technical, white-collar, and skilled areas were brought to the school to allow students to have close contact with them, and in general, to find out first-hand about the world of work. Speakers also served as role models.

IV. Work with parents.

A. Informational: consultants organized and worked with parent groups to help inform them of educational and vocational training opportunities and ways and means to take advantage of these.

B. Advising: consultants aided parent groups in finding the best ways and means to help their children develop in a healthy fashion.

V. Work with community.

Consultants and community aides fashioned close liason with community agencies and neighborhood organizations to help coordinate school and community efforts and services. A comprehensive, unified approach to helping school children was sought.

VI. Consultation services.

Guidance consultants served as resource persons for students, school staff, parents, community, and industry. University consultants served the school staff, including guidance consultants, and parent groups. Authorities in specialty areas were invited to address the Project staff and the DCG Committee at monthly meetings.

VII. Articulation.

Many activities occurred during the school year which had articulation, or "the smooth joining of parts, processes, and forces", as their primary purpose. Examples of these include:

a. Between-school orientation activities.

b. Participation of guidance consultants in principals' cabinet meetings.

c. Periodical meetings of project staff members with a liaison committee composed of representatives from business and industry in the Detroit area.

Following, several activities are described in greater detail:

ASSEMBLIES

The DCG Project has sponsored many assemblies in the various schools. The purposes of these assemblies have been to provide role models with which students may identify, to impart vocational information, to stimulate greater teacher involvement, to utilize community resources, and to elicit the aid of parents in the program.

These assemblies have had various emphases in the different schools. In one elementary school, for example, the purpose of one assembly was to obtain greater parent involvement; so the consultant scheduled a night program with speakers making presentations directed toward adults. This meeting was an overwhelming success. There were approzimately 400 people in attendance.

The junior high schools have focused most of their attention on assemblies which help the students explore various broad occupational fields. The workers in these fields have ranged from professional to unskilled. An example of this type of assembly is one which dwelt with medical careers presented to eighth and ninth graders. The role models brought in to speak to the students included a psychiatrist, a dentist, a hospital administrator, a female pharmicist, a nurse, a physical therapist, an x-ray technician, and an orderly. These role models outlined job duties, educational requirements, and annual income. Through assemblies such as this, students at all levels of ability might find some area of a broad occupational field in which they might be interested and for which they could qualify.

The senior high school assemblies have been geared to make knowledge of specific occupations and job requirements more profound. These assemblies included people who came to talk personally with specific students who were interested in the area of computer programming, for example. High school assemblies have been either career or educationall centered, and were geared to the particular interests of specific groups of students. Students at the high school level can profit from a greater specificity of occupational information.

Assemblies required follow-up in the classroom or in the school counselors' offices for maximum effectiveness. They provided a vehicle for reaching a large number of students simultaneously.

FIELD TRIPS

Field trips from school have been in existence for many years. In the past, however, they were used infrequently and only four or five such trips were scheduled in a single school in an entire year. This practice allowed only a small number of students opportunity for participation. The rationale was that students could not afford to lose time from academic classes for what was then considered as not much more than a holiday from school, as not too meaningful nor too worthwhile as a learning experience. Possibly this was true in view of the fact that little, if any, preparation took place before a trip, nor follow-up afterwards.

Formerly, most of the trips were to places of academic interest, such as the art institute or the historical museum. Traditionally, schools seldom visited business or industrial sites.

The DCG Project has brought about many field trip changes. Things that formerly happened to students only rarely and by accident were made to happen often and by design. Field trips were so organized as to be meaningful, purposeful, and valuable learning experiences. Careful orientation of students occurred prior to the trips and the classroom follow-up evaluated and related the experience. Field trips were an integral part of the learning process rather than something extraneous.

In the past, only the cream of the students, the high achievers, the motivated, the highly interested, were commonly selected for field trips. This program focused on all students in a given school, with special concern for those who were traditionally excluded - the low achievers, the disinterested and unmotivated, the discouraged ones. Those students who needed stimulation and encouragement so that they too might become productive and contributing citizens were especially chosen.

Carefully organized trips gave opportunity for first-hand observation of occupational activities and served as a preparation for more detailed study of occupational requirements. Such visits not only gave information about various kinds of work, but also introduced the student to job-selection and preparation problems. Seeing, hearing, feeling, smelling work envirnments cannot be replicated in the classroom.

In advance of a visit, the selected group discussed the specific items to be observed. They were told about the business or industry they were to visit, the variety of jobs to be found there, and the part played by that industry in our social economy. Students usually made a list of questions, which arose from their reading or group discussions, for which they hoped to find answers at the plant.

Students were brought to the point of anticipating the trip with eagerness, alerted minds, wide open eyes and ears. Student behavior at the place of visitation was discussed and rules were agreed upon.

Groups met following field trips to discuss what they had observed, to clarify facts not thoroughly understood, and to correct wrong impressions. In addition to information, the trips provided a stimulus to further study, reading, and investigation.

In the first year of its operation, the DCG Project sent approximately 7,000 students on field trips to commercial and industrial sites. The comprehensive figure includes students from all project schools, some of whom went on more than one trip. There were some students who did not go on a trip due to school absence or scheduling difficulties, but this number was small. At the senior high school, for example, some of the later visits were scheduled for only those students who had not previously been on a trip.

Wherever scheduling permitted, teachers accompanied their classes. Guidance consultants went on most trips, as did community and student aides.

Parents, too, were involved, especially those of the particular visiting group, when this could be arranged.

Through the coordinated efforts of the project staff, a number of cooperative companies in the Detroit area agreed to provide tours and on-the-site exchanges of occupational information about their workers and enterprises. The following list of companies is representative of those to which all schools sent groups on a regular basis:

American Motors Corporation
Burroughs Corporation
Chrysler Corporation
Coca-Cola Company
Detroit Edison Company
Detroit Free Press
Ethyl Corporation
Excello Automotive Products Company
Federal Department Stores, Incorporated
Ford Motor Company
General Motors Company
Michigan Bell Telephone Company
National Bank of Detroit
Standard Tube Company
Wolverine Tube Division, Calumet and Hecla, Incorporated

In addition, guidance consultants made arrangements with other businesses and industries on an individual, often a "one shot" basis, when special interests of students or classes of students warranted such a visit.

It was felt by the project staff and a majority of the various school faculties who actually participated in the field trip experiences that they were eminently valuable. Students often came to the guidance consultants for more occupational knowledge or to discuss future occupational choices as a direct result of a field experience. One of the project guidance consultants who worked in an elementary school comments on the trips in these words:

At the outset of the program, children were observed to be extremely sensitive and embarrassed when shown pictures of Negroes working in unusual jobs (filmstrip, Graduate to Equal Opportunity). Many children exhibited such behavior as nervous giggling, hiding of faces, exchangong anxious stares. This behavior was especially pronounced in the older fourth, fifth, and sixth grade children. Children were also observed to be quite apprehensive and nervous prior to entering such places as the School of Beauty. They seemed surprised and pleased on observing and interacting with minority group people like themselves attending school.

I felt that such behavior was largely due to the following factors: negative self-images due to color and minority group status; lack of exposure to the dominant culture; lack of information concerning the wide range of opportunities opening up for minority groups in business and industry. I concluded that trips to business and industry, where children have had opportunities to observe and interact with minority group workers like themselves, have been major factors in bringing about the observed attitudinal and behavioral changes.

An added bonus, and probably equally important to the children, has been the changes I have noticed in teacher attitudes as a result of field trips and other enlightening experiences. Many teachers are now beginning to understand, accept, and see the children in a different light as they observe increased motivation, interest, and attitudinal and behaviorial changes. Teachers are beginning to understand how the special problems and socio-economic conditions peculiar to disadvantaged minority group children have acted to inhibit them in the past. They are also beginning to understand how their low expectations for these children has been a self-fulfilling prophecy in the past.

GROUP COUNSELING

Group counseling has been done with groups of students in the secondary schools. The number of students in each group has ranged from eight to fifteen boys and girls. Students met with the counselor for one period per week for fifteen weeks during the fall semester and similarly in the spring. The students were selected from study halls on the basis of time available and interest, and who had never been in a counseling group before. In the spring semester in the senior high school, groups were made up of students from the college preparation curriculum. In one junior high school, the consultant met regularly with a special group made up of boys with behaviorial problems. The perceptions of school presented by these boys helped the concultant to make recommendations for curriculum changes and provided the consultant with insights which were passes on to the teachers.

The group counseling was unstructured and discussions follows the needs and interests of group members. The 'Mooney Problem Checklist" was used to assist students in dientifying problems for group consideration. Topics discussed covered the areas of general school adjustment, personal problems, classroom and study habits, social and family concerns, and occupational and employment information. In their evaluation of the group experience, the students felt that they learned to understand themselves better, to utilize the resources of other students in problem solving, and more about seeking information and the kinds of help needed for problem solving. Individual counseling was often an outgrowth of the group sessions.

INDIVIDUAL COUNSELING

No attempt was made by the guidance consultant to develop a caseload, nor to duplicate the counseling services already extant in the secondary schools of the project. Nevertheless, guidance consultants became involved in some short-term individual counseling related to vocational planning, job placement, career choice, and in problem areas which had a connection with general vocational guidance.

This was particularly true at Barbour Junior High School where the consultant helped to set up a work-study program which was designed to provide part-time employment opportunities for the youth of that school, one of the several inner-city junior highs to begin such a program with central office funds. The consultant was involved in job development and helped to place over one hundred students in jobs created for the purpose of providing these youth with job experience at a minimum wage. At Barbour the consultant processed over 300 job interviews. At Kettering Senior High School, the consultant served in a similar capacity for the In-School Youth Training Program, a city-wide program for senior high school youth from economically disadvantaged families, until this became too time-consuming and was taken over by another member of the school staff. These services helped to establish the consultants in the two schools as being vocationally affiliated and led to many student referrals for vocational counseling.

In addition to the above, consultants often made appropriate referrals resulting from individual student conferences.

GROUP CONFERENCES

In situations where a topic or area of interest to a large group of students, or all classes of a given teacher, was found, the group conference served an important function. Representatives from business or industry, who were experts in areas of interest, were invited to come to the school and to be interviewed and questioned by students in the manner of a paress conference.

Mr. Roy Hunsinger, from the Youth Opportunity Center's Apprenticeship Division, conducted a lively group conference with students from power sources classes. He was able to talk from an over-all standpoint about apprenticeships in industry and the building trades, and to tell of the needs of employers as well as the opportunities and training required of applicants.

Mr. Ernest Brown, of Michigan Consolidated Gas Company, Mr. Bates, of Detroit Edison Company, and Mr. Leroux, of the Kroger Company, are examples of over 50 business experts who have conducted group conferences at the various schools.

THE SCHOOL EMPLOYMENT SECURITY COMMISSION (SESC)

The SESC was an effort to coordinate meaningful work experiences of elementary school children. The idea was prompted by the workshop experiences gained by staff members and the DCG Committee during the summer of 1965 (Developmental Career Guidance Project, Phase I). The personnel people who were visited during this workshop invariably cited the job interview, including the written application as well as the oral confrontation, as being of great importance. A familiar theme running through the comments of various business and industrial employers suggested that too many students from the old city areas of Detroit were less prepared for the interview (in terms of communication skills, correct appearance, projection of self-assurance, knowledge of job applied for, and competitive spirit) than their contemporaries with whom they must compete.

Feeling that elementary school is the time to begin to prepare students for this future vocational "moment of truth," tentative plans were collated for the establishment of an "employment agency" in one elementary school in the project, i.e., Stephens Elementary School. Administrative approval was gained and teachers who sponsor various student organizations met for an orientation and to make suggestions as to how the SESC might really become a functional part of vocational development.

It was decided that fifth and sixth graders (those who were already "working" and those who were not) were to be encouraged to apply for the various jobs available in the school building. During the second semester, fourth graders would also be permitted to apply. The Senior Safety Squad, the Junior Safety Squad, Service Squad, Boardwashers, Audio-Visual Aides, Library Staff, Auditorium Assistants, Office Helpers: these are some of the work activities in which children engaged.

Students from each of the fifth and sixth grade rooms were selected to be "trained" as interviewers. The students varied widely in their scholastic achievement. They met with the guidance consultant and Mr. Robert Graham, an invited guest from the Michigan Employment Security Commission, who shared some of the experiences that the MESC offices encounter with adult applicants. During this planning and training session, the prospective student interviewers made suggestions such as: 1) the application blank should be completely filled out; 2) it must be readable; 3) lostt of an application was to be considered as lack of interest; 4) all answers must be honest; and 5) the blank must be neat and clean. They also discussed some of the basic things that should be included on an application form.

The SESC application form was designed. Posters went up to announce the employment office's opening. Lists of qualifications and jobs available were posted and the interviewers began interviewing at specified periods during the day. The SESC was handling twenty-five applications per school month following its inauguration in November, 1965. Several unannounced applications arrived at semester changeover. Many were new fourth graders; some were hesitant, others almost belligerant, asking if this was the place they could "get on" the Junior Safety Squad (open to fourth graders only).

In its first year of operation, the SESC processed applications from a major part of the population of the upper three grades and became established as an intra-school agency. It provided practical preparatory experience in job-seeking for elementary students at a level they could handle and understand.

CAREER CONFERENCE

In April, 1966, a career conference was held at Kettering Senior High School. Twenty members of the school staff joined with the guidance consultant to help plan the conference which became a total school endeavor. The Student Council helped with publicity and sparked student interest.

The theme of the conference was: "Things are changing." The idea for the theme was borrowed from the Plans for Progress organization's campaign. (Plans for Progres, the reader is reminded, is a national organization of business and industry concerned with equal employment opportunities.) Plans for Progress had saturated the Detroit area with posters, placing them in city buses and elsewhere, which announced in bold, black type, "THINGS ARE CHANGING. Equal opportunity does work. Get a good education and so will you." These posters and a recording of the same name done by the "Supremes," Detroit's homegrown singing group which had attained a national reputation, were available for conference use through the courtesy of Mr. Don Thomas, of the Chrysler Corporation, and helped to give the impression that the conference had a city-wide flavor.

The conference began late in the school day and continued for several hours after school. Over 300 students from the senior high school attended. A novel aspect of the conference was the representative groups of students from the feeder schools, the two junior highs, and three elementary schools, came as well. They were first assembled in the large community room to hear the stimulating address of the keynote speaker, to be briefly introduced to the conference guests, and to hear how to take advantage of the conference offerings.

More than forty representatives and specialists in many career areas had been invited to the conference. These career area experts and representative workers from various occupational categories formed a number of small panels which were chaired by faculty committee members. Each panel gave their presentations in a separate classroom to interested students and interacted with them on an informal basis. The career areas covered by the panels included:

1. Airline Occupations
2. Armed Services
3. Business and Commerce
4. Civil Service (Local, State, National)
5. Engineering and Technical
6. Health Careers
7. Colleges and Scholarships
8. Special Schools

In some of the panel rooms, tapes were made for later playback to classes and conference attenders who could be in two places at once.

Evaluation reports from participants were enthusiastically favorable -- students, faculty, and panel members alike. Panelists praised the format which allowed them to work closely with students whom they found alert and interested. Many students claimed they were helped to narrow their range of career choice, to think about the future, and to gain knowledge of occupational opportunities. Teachers found the conference to be practical, well-organized, and felt that the high school students' interest warranted the time and effort expended.

ARTICULATION ACTIVITIES

The DCG Project has worked closely with business and industry. Indeed, it could hardly have done otherwise, for such a program depends heavily upon local vocational resources, on the support of the commercial and industrial community. Without this support, the endless parade of speakers who came to the schools, the large variety and number of field trips, the audio-visual materials - films, filmstrips, recordings, displays, books,kits, and pamphlets - would have been impossible to provide.

Each project school was sponsored by a local company or corporation. During the school year, the entire faculty of each school was invited to a special program dinner at the home site of the sponsoring concern. These dinner programs were well attended by faculty members; the attendance ranged from 65 to 95 percent. At each of the dinners, a large number of company employees were present and this allowed for close interaction. Administration and teaching staff in all the project schools were thus enable to feel a greater bond with the project and with the business community.

Guidance consultants consistently attended cabinet, counselor, or departmental meetings within their respective schools and interpreted project plans and goals to their fellow staff members. At these meetings, the faculties of the various schools helped to find ways and means to implement developmental career guidance within their school. Often, the consultant turned out to be a valuable resource person who was able to provide services which were helpful in improving the regular educational program going on in the school.

The guidance consultants met weekly during the school year with the University staff members of the project and the University consultants. These meetings rotated among the project schools and enabled all consultants to become acquainted with all schools in the project.

In all schools, a newsletter was produced for distribution on a regular basis to all faculty members in that school All consultants had office space, a private phone, and space for the two community aides with whom they worked. In each DCG "Headquarters" the consultant established a library of materials for teacher and student use.

By the end of its first year of operation, the DCG Project had established itself as a presence and force in the lives of all the students within the schools it served. Students, faculty, and parents had come to rely on the services it provided. The ambience of work, career choice, vocational opportunity, and the relationship of child development to future employment and social utility was felt by all parties. The initial impact had been accomplished, and this was due in no small measure to a "smooth joining" of a myriad of separate entities.

UNIVERSITY STAFF ACTIVITIES

Developmental Career Guidance is, over-all, an attempt to be several programs simultaneously: (1) a project that will demonstrate how career development theory can be implemented to further the progress of inner-city youth; (2) a training program to help school personnel broaden their perceptions and objectives; and (3) a research project to help evaluate changes that may have occured as a result of the Project.

The University staff attempted to fulfill several purposes through their activities. First and foremost, the staff attempted to provide continual support, coordination, and direction for the professional guidance consultants. This was achieved through the medium of weekly staff meetings which rotated from school to school throughout the school year. This, further, provided consultants with the opportunity to exchange ideas as well as coordinate the programs from school to school. Thus, the developmental nature of the program was allowed to evolve as needs were discovered. Moreover, consultants were also provided with visible support in their own schools.

A second major area of activity covered the provision of consultative services for the Career Guidance Programs. These included the areas of elementary guidance, psychology, sociology, and the use of sub-professional aides during the year. Further, through the medium of the Saturday Meetings (See Chapter V) further consultation was provided through the consultants' meetings with the visiting authorities.

The University staff also attempted to continually facilitate the guidance consultants' efforts through provision of materials and through attempting to cut "red tape" so that ideas could be implemented as rapidly as possible. This involved the continual coordination of efforts with the Detroit Public Schools. We were extremely fortunate in being able to work with dedicated, committed educators in several of the departments in the Detroit schools.

The University staff also coordinated training activities through the coordination of the Saturday meetings; through the organization of special interest discussions; through the privision of materials and the suggestions of others.

Finally, the University staff devised, coordinated, and carried out the research activities which are more adequately detailed in Chapter VI

. DEVELOPMENTAL CAREER GUIDANCE ADVISORY COMMITTEE

The original design of the Developmental Career Guidance Project called for the selection of fifty representatives from the teaching staff, the guidance staff, and the administrative staff of schools from a single inner-city region of Detroit. This group, seven to nine members each from a senior high school, two junior high schools that feed into the senior high school, and three elementary feeder schools, were to attend a three-week workshop at Wayne State University in August, 1965. They would be helped to gain up-to-date information concerning occupational requirements and admission standards, and to design plans and procedures as to how best to utilize this information in their day-to-day activities. Following the workshop, the teams from each school would meet monthly with guidance consultants and project staff, would function as an advisory committee, and would help facilitate the work of the guidance consultant.

The fifty representatives were duly selected by the principals of the six member schools and participated in the workshop.[1] In addition to up-to-date vocational information, the committee gained an appreciation for the scope of the Developmental Career Guidance Project, its goals, its proposed activites. They saw that the role of the guidance consultant, who would represent and endeavor to activate the program in their school, would be a difficult one; indeed, it was in this area that the advisory committee proved to be so helpful.

Each guidance consultant assigned to a school was new to the staff of that school. The staff members who had participated in the workshop were invaluable to the consultant in helping to create a receptive environment for the project, in helping to interpret project goals to other staff members, in providing direction for career guidance ideas and activities and in providing support and backing when this was needed. The members of the advisory committee had become "involved," had associated themselves with the project during the August workshop. This identification continued throughout the 1965-66 academic year: once a month the advisory committee met with the guidance consultants and project staff on a ~~Ssa~~ Saturday morning to discuss, evaluate, and plan the on-going aspects of the project. Attendance at the Saturday meetings was high, averaging only one absent member per school.

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[1] A mimeographed report of the workshop program, Developmental Career Guidance in Action; Phase I: Preparation for a Demonstration Project, is available from the project director upon request.

PROFESSIONALS: GUIDANCE CONSULTANTS

JOB DESCRIPTION: Based on the D.O.T.

GUIDANCE COUNSELOR -- (professional and kin.) II. 045.108; vocational advisor; vocational counselor. Counsels individuals and provides groups with educational and vocational guidance services: Collects, organizes, and analyzes information about individuals through records, tests, interviews, and professional sources to appraise their interests, aptitudes, abilities, and personality characteristics for vocational and educational planning. Compiles and studies occupational, educational, and economic information to aid counselees in making and carrying out vocational and educational objectives. Refers students to placement service. Assists individuals to understand and and overcome social and emotional problems. Engages in research and follow-up activities to evaluate counseling techniques. May teach classes. May be designated according to area of activity as COUNSELOR, COLLEGE; COUNSELOR, SCHOOL.

A. Employer Variance

Develops group career activities in cooperation with teaching staff, arranges field trips and career and vocational opportunities, publicizes educational and occupational information, works with students individually and in groups to further career development; furthers cooperation with Employment Service and Community Agencies, arranges community programs, conducts research activities, and directs efforts of two sub-professional members of team.

B. Qualifications

1. Master's degree in Guidance and Counseling (or the equivalent) including counseling practicum.
2. Three years of teaching in the inner-city.
3. One year's experience in guidance and related activities.
4. Warmth of personality, commitment to youth as judged through interview

C. Example of Weekly Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
MORNING	Developmental Career Guidance Staff Meeting	Field Trip to Business and Industry	Demonstrations of Career Guidance in Classrooms	Group Guidance Conference with Principal	Group Guidance Teacher Conferences
AFTERNOON	Group Counseling Teacher Conferences Meeting with Guidance Committee	Community Relations with Agencies Individual Counseling	Contact with Employers Small Group Counseling	Conferences with Sub-Profs. Planning of Parent Meetings Parent Class	Evaluating Research Report Writing

OPERATIONAL FUNCTIONING

A Developmental Career Guidance Consultant was assigned to each of the six member schools in the project. All of these professionals were qualified counselors, with at least a master's degree in counseling and guidance. Though they were considered as supplementary staff with specific duties to perform and had a specific role to play not connected with school administrative functions, they were under the authority of the school principal and they received a salary commensurate with their tenure and status as counselors in the Detroit Public School system.

The guidance consultants operated at three different educational levels, but essentially their roles were alike. The variations in their performances were related to the different developmental needs of students at various ages and to differences between the educational institutions which serve those developmental stages. Elementary schools in Detroit, for example, do not employ guidance counselors. It was therefore necessary to establish a guidance program within the project elementary schools, to interpret guidance principles and practices to the staff. The consultants assigned to elementary schools had, in addition to their specialized training in counseling and guidance, teaching experience in the elementary division: they were cognizant of elementary school administraton and operation,curriculum, child growth and development patterns, and the special relationship of the elemtary elementary school to the home and community. Similarly, the senior high school consultant had had counseling and teaching experience in the senior high school, knew how to work through department heads, understood the work-training programs, the various curricula, the college admissions and job placement procedures peculiar to the senior high. The exploratory nature of the junior high curriculum, the first probings into the world of work by youngsters of this age, the need to make a decision about a high school course of study: these and other circumstances peculiar to the junior high were well understood by the guidance consultants at that level.

The guidance consultant in each of the schools served as the leader or expert for the Developmental Career Guidance Project. The D.C.G. Committee represented a core of key people who were extremely vital in implementing project aims and activities, in keeping constant the career guidance atmosphere and attitude in the school. They looked for direction, stimulation, and follow-up, however, from the guidance consultant. The creative ideas of committee members and other interested staff members were important, but the chief innovator, arranger, and public relations specialist remained the guidance consultant. To be effective in his role, he needed to secure a good working relationship with the school principal, counselors, department heads, and other key staff in the building, while remaining approachable and accessible to all the teaching staff and students.

An outline follows which is intended to serve as an illustration of the scope of activities of the guidance consultant, to help define his role.

The outline is a report of the activities and working relationships of the consultant who served in the senior high school, where undoubtedly a greater number of activities occurred due to the special nature of the school: larger, more variety, greater student proximity to the world of work, etc. However, the outline encompasses the areas in which all the consultants operated and is in most respects typical.

ROLE AND ACTIVITIES OF THE GUIDANCE CONSULTANT

I. Work with school staff.

(The consultant served as an innovator, arranger, expeditor, and consultant for teachers in planning, integrating, and executing career guidance activities.)

A. Prepared and distributed teacher handbook.

1. Interpreted project goals.
2. Promoted understanding of needs of students in school.
3. Suggested activities and resources.

B. Prepared and distributed bi-weekly newsletter, "Feedback." This included:

1. Current information regarding project activities.
2. Availability of resources: persons, materials, activities.
3. Review of events sponsered by D.C.G.P.
4. Information about school activities related to D.C.G.P.

C. Provided resource materials:

1. Available current occupational information and sources of other information:

    a. Books and manuals.
    b. Pamphlets; guidance kits.
    c. Application blanks.
    d. Films, film strips, and tapes.
    e. Posters.
    f. College and scholarship information.

2. Provided curriculum materials.

    a. Class and orientation units.
    b. Resource books (source books).
    c. Special career-related projects and units.

D. Suggested and arranged for resource persons and activities.

1. Group conferences and speakers (10 special school activities were planned).
2. Field trips:
    a. 29 trips involving 1050 students.
    b. 22 different businesses, industries, etc. were visited.

E. Sent as a consultant (resource person) to:

1. Classes.
2. Student orientation meetings.
3. Clubs.
4. School workshops.

F. Special programs and projects.

1. Career Conference for students.
2. Orientation and visitations:
    a. Kettering students.
        (1) Plan for orientation -- counselors.
        (2) 10A Assembly.
    b. Project schools (feeder):
        (1) Burroughs JHS Orientation for 9A students.
        (2) Visit by Stephens Elementary students.
3. Careers Unlimited.
    a. Plan for school orientation.
    b. Consultant services.
4. Faculty Dinner as sponsoring Plans for Progress Company (Chrysler Corp.)

G. Meetings:

1. Cabinet.
2. Counselors.
3. Staff.
4. Developmental Career Guidance Committee.
5. Other staff committees.

II. STUDENTS

(The consultant had the flexibility and resources to work with students who needed or requested special help. "

A. Individual Counseling:

1. School-related concerns.
2. Home or personal problems.
3. Seeking employment.
4. Seeking information.

B. Group Counseling:

1. First semester -- 4 groups chosen randomly from study halls. Loosely structured, multiple-concerns.
   ISYT -- counseled with students assigned.

2. Second semester -- 3 groups chosen from 11th grade college prep. students. Goal: to increase knowledge and sophistication of procedures of college-bound students.

C. Dissemination of Occupational Information:

1. Maintaining current occupational information in office for student use.

2. Maintaining lists of occupational information available in school library.

3. Consultant to student groups:

   a. Clubs.
   b. Classes.

4. Advising of further sources of occupational information:

   a. organizations.
   b. individuals.

5. College Information.

6. Maintaining bulletin boards and posters in hall and office.

D. Work-Study ISYT (In-school Youth Training)

1. Coordinated this program for 2 months.
2. Processed 50 students for job assignments.

(NOTE: This was a function of this project only as it provided an opportunity to counsel with students, give occupational information, and do group counseling about developing good work havits, etc. Temporary and valuable as a contact with many students at the beginning of the project, many students continued to come in for assistance.)

E. Information for special activities:

Volunteer Summer Work -- coordinator

F. Work with School Clubs:

1. Future Nurses Club -- interim sponsor as result of student requests.

2. Consulting and arranging related activities for:

   a. Business Education Club.
   b. College Club.
   c. Other career-related clubs.

G. Special Help Arrangements:

1. Math tutors -- Central Volunteer Services.
2. Special Career visit requests, such as mortician.

H. Conducted surveys:

1. DCG student and teacher questionnaires.
2. Field trip evaluations.

I. Special Projects:

1. Career Conference.
2. Orientation and visitations.

III. COMMUNITY

(Most community contacts were directly related to a planned activity or group activity related to the DCG Project or parents' club).

A. Business and Industry:

1. Plans for Progress Organization:

   a. Field trips.
   b. Speakers.
   c. Materials.
   d. Career conference assistance.

2. Other Companies:

   a. Field trips.
   b. Career Conference Assistance.

B. Career Conference Contacts.

C. Other Community Activities:

1. Community Survey group.
2. Community Council Group.
3. Citizens' Group for Kettering.
4. Northeastern YMCA.

IV. PARENTS:

(These contacts were on a group basis except for self-referrals and contacts during parent-conference day.)

A. Parents-Community Club:

1. Panel presentation of DCG Project at a November meeting.
2. Program -- October, 1965, and February, 1966.

B. Parent-Conference Day.

C. Individual Contacts:

1. Jobs for self and students.
2. Career Plans -- Students.

D. Field Trips -- parents accompanied student groups.

V. SUPERVISORY:

A. Sub-professionals:

1. Community career aide.
2. Student career aide.
3. Clerical aides (ISYT -- 2)

B. Professional:

1. Worked with teachers on activity orientation.
2. Field trip supervision.

VI. PROFESSIONAL:

(Connected with professional activities and memberships that offered opportunities to foster the DCG Project and to gain professional knowledge helpful in the performance of the position of Guidance Consultant.)

A. Membership -- State Guidance Committee.

B. School-Centered Activities:

1. Region 7 -- Articulation Workshop.
2. Talks to special groups
   a. Wayne State University class -- Education Workshop.
   b. Detroit New Counselors' Workshop.

C. Conferences:

1. Wayne County Vocational Guidance Conference.
2. Special meetings, such as with United States Vice President Hubert H. Humphrey, at Murray-Wright School, and the Franklin Lectures at Wayne State University.

D. Membership in professional organizations such as APGA, ASCA, Metropolitan Guidance Association, Detroit Counselors.

E. Leadership functions at Saturday DCG Workshops and in related projects such as Phase III, Summer, 1966, and proposed fall project with CEEB.

F. Further academic studies toward advanced degree.

VII. LIAISON.

(Functions due to the unique position of the Senior High School in the Project).

A. Orientation planning.
B. Building use for related activities.
C. Selection of student aides for project schools.
D. Providing work experiences for students.

4. SUB-PROFESSIONALS: STUDENT AIDES

JOB DESCRIPTION: Based on D.O.T.

EMPLOYMENT CLERK - (clerical) 205.368. Interviewer, reception interviewer. Interviews applicants for employment and processesses application forms; interviews applicants to obtain information such as age, marital status, work experience, education, training, and occupational interest. Informs applicants of company employment policies. Refers qualified applicants to employing official. Writes letters to references indicated on application or telephones agencies, such as credit bureaus and finance companies. Files application forms. Compiles reports for supervisors on applicants and employees from personnel records. May review credentials to establish eligibility for applicant in regard to identification and naturalization. May telephone or write applicant to inform him of acceptance or rejection for employment. May administer aptitude, personality, and interest tests. May compile personnel records (PERSONNEL CLERK).

A. Employer Variance:

Assists vocational advisor in keeping records, works with groups of students, provides vocational information when asked, answers telephone, sets up bulletin boards in school, advises "big brother" and "big sister" activities as well as other clubs, serves as role-model to students in school, and works in cooperation with other members of guidance team.

B. Qualifications:

1. Unemployed resident of region.
2. Attending Kettering High School.
3. Experience in working with youth.
4. Interest in helping youth.
5. Sound character traits.

OPERATIONAL FUNCTIONING

The guidance consultant is a professional, trained to organize and implement the Developmental Career Guidance Project. Certain functions and duties necessary to the project are best fulfilled by student aides and adult sub-professionals. Such assistance frees the consultant, allows him to direct his energies and efforts more effectively, and thus lets him make better use of his professional training.

Six student aides were selected from the 10th graders of the participating high school. The guidance consultant in that setting interviewed several students for the jobs. Each of the chosen applicants was sent to one of the project schools where he or she was again interviewed by the receiving consultant.

Once student aides were hired, they took on six different faces to meet the needs of the six different schools in which they were employed. Their jobs in general involved:

1. Clerical assistance.
2. Preparation of school bulletin boards.
3. Distribution of some occupational materials.
4. Office organization.
5. Assisting with groups of children.
6. Serving as hosts and hostesses for school projects.

More specifically, one student aide assigned to an elementary school had an extensive backgroup in French. Under the supervision of the guidance consultant, this aide taught a curricular course in French to a small group of elementary school children after school. In a junior high, another student aide exhibited artistic abilities. She designed numerous bulletin boards, displays, program covers, and other materials useful to the project. These are only two examples of the recognition and utilization of individual talents. It can be said that the DCG Project not only gave work experience to student aides, but also allowed and encouraged them to develop and practice their own interests.

5. SUB-PROFESSIONALS: COMMUNITY AIDES

JOB DESCRIPTION: Based on D.O.T.

CASE AIDE - (profess. & kin.) 195.208. Works on simpler aspects of cases or provides service to less complex cases, under close and regular supervision of CASEWORKER.

A. Case Aide.

Assists case worker by handling simpler aspects of cases or independently instructs more routine cases, to assist clerks in solution of problems requiring limited judgment, authority, or training.

B. Employer Variance.

Contacts families of students to help publicize career opportunities and necessity for education; refers parents, if necessary, to community agencies; contacts employers in region, arranges field trips for parents to employers, arranges and supervises programs for parents in region regarding educational and vocational opportunities.

C. Qualifications.

1. Unemployed resident of district.
2. Warmth of personality, commitment to youth, good character traits.
3. Some sort of experience working with youth.

OPERATIONAL FUNCTIONING

One of the roles of the consultant involved developing a close working relationship between the school and the community. To assist him in this difficult task, he needed a liason person from the area to help coordinate and provide articulation between the two areas.

Adult sub-professionals were selected from each school's community by the guidance consultant. They were chosen on the basis of their activism within the community in order to best fulfill the need for school-community interaction.

With leadership from Wayne State University and the guidance consultants, the adult sub-professionals set about organizing parent groups through coffee hours, parent classes, and individual home visits. Each adult aide was given the option to work with the group size with which she felt most comfortable. She used the "Better Living Booklets," published by the Science Research Association in the planning of discussions. Through such organization, the aide kept parents abreast of school activities and vice versa for a more enlightened school-community.

Although the adult aide was mainly responsible for contacting and program-planning with parents, she also accompanied school groups on field trips, assisted with occupational surveys, offered clerical help, and contributed to general office maintenance. Consequently, the sub-professional became vital to the success of the DCG Project.

The role, training, and activities of the adult aides are stressed in greater detail below:

A. Definition: The six adult community aides were hired on the basis of their being "bridge" people. This is, they were indigenous to the community, yet able to communicate with the professionals. The aides were "influence agents" with both groups, the community and the professionals.

B. Goal: The community aides' major thrust has been to reach the adult members of the community, to influence these adults and increase their impact on the career development of the young people living in the community. This goal was predicated on two addumptions:

   1. That parent attitudes about school and children's careers are crucial to career development.

   2. That community aides are essential for reaching parents who, for many reasons, have some negative attitudes about school and school personnel.

Thus, community aides focused on understanding parents, have developed ways of reaching parents, and tried to help parents better understand their children's career development needs.

C. Role: The community aides have filled their role by engaging in the following activities:

   1. Clerical: cataloging, filing, recording, typing.
   2. Telephoning: handling routine messages, setting up appointments.
   3. Making visual aids.
   4. Meetings:

      a. Community groups.
      b. Parents.
      c. School Staff.
      d. Students.
      e. Supervisors.
      f. Project personnel.

D. Training: The training of these adult women was explicitly designed to be informal and oriented toward the development of attitudes rather than mastery of content. This was done through frequent meetings of the community aides with the director and/or University consultants and/or one of the professional guidance consultants. The meetings were informal, one being at the home of the University consultant most directly involved with their training. It must be emphasized that each aide received the bulk of her orientation and training on the job through the close supervision and one-to-one relationship enjoyed with her professional guidance consultant.

Training of sub-professionals was directed towards helping them to adjust to the particular demands and needs of their location in accordance with general principles. The substance of the meetings fell into three areas:

1. General warm-up conversation: "Getting to know you."
2. Each person discussed problems, program, and progress in her school.
3. Discussion of issues raised by aides. For example, as a result of their home visits, the aides found that many parents had multiple problems such as the lack of adequate living conditions, ill health, employment difficulties, etc. Consequently, the professionals discussed community agencies and appropriate ways of making referrals. An outcome of this was a visit by the group to a Total Action Against Poverty Center located in the project area.

E. Principles of Training:

1. Sub-professionals are central to the progress and success of an inner-city school project.
2. Sub-professionals can develop ways of reaching hard-to-reach parents.
3. Sub-professionals work best with informal training.
4. Sub-professionals work well when professionals define the over-all tasks and leave methodology to the creativity of the sub-professional.

CHAPTER IV

SATURDAY MEETINGS WITH FACULTIES

The purpose of the Saturday Workshop was stated as follows:

> "The workshop team will meet monthly with guidance consultants and project staff and will function as an advisory committee as well as help facilitate the work of the guidance consultant."

Attendance at Saturday workshops was significantly high with leadership in the area being offered by the administrators of project schools. The school workshop teams functioned all year with a minimum of attrition or replacement.

A consultant, of national prominence as a specialist in the field, was a vital part of each workshop as was the opportunity for members to meet in smaller groups for interaction to have meaningful exchanges with the experts, to gain feedback from external authorities, and to help resolve and clarify various points that may have arisen.

Schedule Date	Focus On	Consultant
11-6-65	Career Developmental Theory	Dr. Donald Super Columbia University
12-4-65	Techniques in Occupational Information	Dr. Robert Hoppock New York University
1-29-66	The Self-concept and Level of Aspiration	Dr. William Wattenberg Wayne State University
2-26-66	Student Activities and Action Programs	Dr. Donald Super
3-26-66	Developmental Activities and Articulation between Schools	Dr. Herman Peters Ohio State University Dr. Carl Marburger Detroit Public Schools

Schedule Date	Focus On	Consultant
4-29-66	Group Counseling	Dr. Merle Ohlsen University of Illinois
6-4-66	Career Pattern Study Evaluation	Dr. Donald Super Dr. Charles Morris Columbia University

The format for each of the first three meetings was planned with a guidance consultant serving as chairman for the day. A review of significant activities in each school was presented by staff members in that school, and the consultant for the day gave his reactions to, and made suggestions about the program. Time was provided for school groups to meet and to discuss the implications of the meetings for their schools, and a general question and discussion period was conducted with the entire workshop group.

The format for the last four meetings included: special group presentations by students from project schools, inter-school group discussions, small group discussions using key questions to focus discussions, visitation of group discussions by the consultant and director, and demonstrations by the consultant using the entire workshop group.

Attendance and interest remained high throughout the Saturday Workshop Series. Key people in the project schools seemed inspired to stimulate the continuous progress of the project schools, received further ideas for activities, reinforced knowledge of basic principles, and were able to pass all these things along to others on the staff not included in these meetings. A cohesiveness of purpose seemed definitely fosted by the Saturday Workshop.

Tape recordings of the presentations of each consultant were made. A brief summarization of the main theme of each one follows:

November 6, 1966
Career Developmental Theory
Dr. Donald Super

In this initial session, Dr. Super responded to school presentations of activities with students. He felt that many of the ideas used were good adaptations of theory to inner-city conditions. The big question to him was,

> "To what extent are the action programs verbal? Does the activity rely too heavily on talking or does it involve enough doing?"

The early dissemination of occupational information in meangful ways to young children was another aspect of the project viewed favorably by Dr. Super.

The use of occupational photographs that show different races and sexes included important variables. He suggested experimentation to determine whether selection and arrangement of pictures are important.

Parental involvement and the counselor as consultant were seen as commendable practices.

December 4, 1965
Techniques in Disseminating Occupational Information
Dr. Robert Hoppock

Dr. Hoppock reacted to career development activities specifically field trips and work with parents. He had these instructions:

1. "Try everything you can think of this year during the experimental period.

2. Try it in everyway you can think of.

3. Keep a written record of what is done each time with the reactions of the students along with your own.

4. Next year, evaluate what was done. Keep what has proven valuable; discard what both you and the students felt was no good."

Other techniques for disseminating and facilitating the dissemination of occupational information were discussed: field trips, group conferences, career corners and occupational literature, display posters and bulletin boards.

January 29, 1966
Self-concept and Level of Aspiration
Dr. William Wattenberg

The speaker pointed out that in a new, imaginative, creative project, many people become frustrated unless we use some structure and give some security to those who need it. This should be a continuing focus of attention for members of the project.

Aspiration was defined as the goal an individual sets for himself when you ask him. Self-concept represents what an individual thinks he can do: the summation of his levels of aspirations. The original level of aspiration is set by the adult upon whom the youngster is dependent.

Dr. Wattenberg noted that the level of aspiration of the student with a weak self-concept can be easily changed. The modification, however, is not durable. He needs enduring experiences of a wide variety, and much, continuing support.

February 26, 1966
Student Activities and Action Programs
Dr. Donald Super

Dr. Super reacted to a panel of students who discussed activities and attitudes related to vocational development. He though it healthy for an outsider to react, but felt he "must have a humble attitude about what he says because he does not know as much about the activities."

Some questions raised were:

1. What is the impact of being in such a group (the panel of students) on the young people who were panelists?

2. A study done on the students who participated in the Career Pattern Study showed that the impact was nil. However, these students were being studied not counseled or attempts made to change them. The difference in the quality of the relationship here may make a difference since our students are a part of a career development program in which there is an attempt to help them and interest in hearing from them.

3. The use of the words "career development" by the students themselves was significant. Did they know what they meant? Does the term convey the same meaning to them as to us?

4. In the focus on occupations manifested by students real enough and central enough to occupy the prominence it seems to in their lives? Dr. Super has advocated this modeling, but wonders if they are responding this way because they feel this what they want. Even if this is true, it may be good in that they are responding positively to a group of adults. If used positively this can be good. ("A skeptical question - the answer to which does not bother the speaker too much.")

5. Are there other developmental tasks the coping of which can be related to career development. For example, peer-acceptance, are we giving them opportunities to gain the respect of their peers in the process of making educational and career plans for themselves? Are activities handled in ways that lead to the winning of respect of peers and the realization that career development helps in other realms of living too.

6. Contacts with occupations through trips and talks come out most frequently. The more realistic the contact the better satisfied they seemed to be. Student concern with non-achievement was striking. The good student gets the most benefit. We need to continue to pay attention to ways of getting response from those who are doing badly.

There appears to be a need for more time to spend in discussion with the boys and girls themselves. Students need the opportunity to receive help in talking through and assimilating these new experiences. Teachers and counselors need to be available for this function. The casual contact may be sufficient for this - a few minutes rather than an hour of conventional counseling can count.

Even the students in the group who were not normally verbal, found it easy to express themsleves today due to the impact of the group. This has implications for other situations. Students can share their experiences with other students by various means.

Dr. Super advocated that students be shown a range of occupations from which to choose. There is a ruling out of certain kinds of activities because of inappropriateness: negative choice. Seeing the whole range of the world of work is important.

March 26, 1966
Developmental Activities and Articulation
Dr. Herman Peters

Dr. Peters focussed on the crisis-oriented problem approach as opposed to the developmental: Where am I now? Where am I going? What are the possibilities for me? He felt we must be aware of problems, and by developmental means take a look at self-concept and what are sequential steps in which any human being develops? This seemed to him quite different from just looking at a problem. In articulation it is good to think about whether we are really talking developmentally.

Further points developed by Dr. Peters were:

1. Administrators want to keep order. The essence of the work of the staff is to disrupt order - involvement for turbulence. Immediately there is a conflict in articulation: staff creating change. Parents would like to see a smooth increment of change; neither order nor turbulence. Those in teaching and counseling often have different value systems than those in administration although this does not mean that the difference is wrong only that it makes for difficulty in relating. We must take a look at what people mean and what their value systems are really like.

2. Most of us deal with conclusions that are past-oriented. Developmentally when you say you are going to articulate, you are dealing with something that is beginning. So often you are dealing with the conclusion of something that happened over months and years. Elementary school offers more of a chance. This means we must have a great deal of unlearning and starting over which is painful and disturbs order.

3. We must remember we are asking boys and girls to change in everyway when we say to them "I want to help you. Is it not true that they have some values that are good?" Start out and list things that need changing and those that do not, rather than complete change. One method might be to sort out what needs to be changed.

4. Motivation is complex. It is important to remember it arises out of your past and some how it starts and is built upon. Motivation is a multi-source activity. Boys and girls that we work with are meeting their needs but they don't have much coping ability. Coping is important rather than needs because it involves developmental tasks - extending beyond rather than adjusting to right now.

   Coping does not mean setting goals that cannot be met. Keep in mind in getting someone to cope that there may be some turbulence, some distruption. This may mean difficulty in articulation. Research has found if you expect students to do a good job, this expectancy awakens them. We must act "be ourselves and have ourselves - believe and behave. This is an attitude and an expectancy."

5. We must provide for encounters. What kind of staff encounters do you have as well as with boys and girls? This means a challenge to the other person to produce. Why do you behave this way? What does it mean? Is this really the way you feel? Encounter with respect is the key. You realize there is a kind of behavior that you may not understand. Encounter is often lacking because we do not provide it. This kind of a project would seem to give a license to have an encounter. Are you really using it, or are you trying to subdue boys and girls? Encounter with each other in the articulation process.

6. Do you tease with delights? How much of education is a teasing process? It is morally wrong to lead boys and girls past tables of delight of our society and not let them partake of it. We tell them about it, but do nothing about it. How much can you tease without following through with opportunity. Ask yourself this question before you begin an activity.

7. Defeatism - boys and girls from disadvantaged areas have learned to accept it. We are future-oriented in a program like this. The difficulty then is to know if you make a difference. Much is past-oriented for teachers. Many boys and girls should be future-oriented. When the two get together the conflict comes. Defeatism is accentuated. In a sense teachers should be child-like and handle the past with the hope of the future. In articulation parents and administrators are past-oriented and you are to be future-oriented. Developmentally, you are future-oriented. You will handle problems differently if you look toward the future.

8. Are we helping boys and girls to set goals: immediate goals, intermediate goals, and long-range goals. We expected to meet them and revise them in the light of future evidence.

9. Are we in guidance or personnel work? They have contrary objectives. Personnel work fits the student to the school; guidance fits the program to the student. Education and schools should be a freeing of the spirit.

10. We must continually accentuate the positive. Select something positive to say to boys and girls. Plan positive relationships. Look for positive points where you can encourage. Let boys and girls watch you at work, such as a Saturday workshop. Bring them with you for a short time.

11. In articulation we must look at transactions for a day and what happens at different times in different situations. Developmentally the individual goes along alone; transactionally individuals move in and across other individuals.

Modeling is important today. Who are the models and how do they fit into the whole scheme of things. You are models. We must deal with process rather than events with boys and girls.

March 26, 1966
Dr. Carl Marburger

Dr. Marburger defined articulation as the smooth enjoining between one or more joints, and he saw the schools in this context. Articulation takes place from administration to staff, from staff to youth, from staff to community, from counselor to teacher, from university and school system which is one this particular project has provided. It is important for teachers to have released time to plan together. Some in-service training has been provided through grants for the elementary-secondary school act.

Dr. Marburger suggested two articulation devices: the trading of positions between teachers at different levels for a semester, trading of university and public school positions, and articulation between projects. Career Guidance seems to have broader implications for articulation than other projects because it was built around a cluster of schools that feed each other.

Dr. Peters also commented on articulation. He sees this as a smooth enjoining of forces in a change in which teamwork is important. Teachers and administrators must create the opportunity for articulation. He pointed out that a technique for articulation is observations. Articulating with parents is a problem. He felt further that articulation between teachers and counselors needs improving and pointed out that Saturday morning is a morning of articulation.

April 29, 1966
Group Counseling
Dr. Merle Ohlsen

Dr. Ohlsen discussed the purposes and procedures of group counseling. We have often failed to obtain significant results from appraisal of outcomes of group counseling because we have often failed to define the treatment process with sufficient care; to define appropriate goals for the individuals treated; to define criteria for evaluating outcomes on the basis of these goals; and to select appropriate evaluation techniques to appraise counseling outcome. We also have assigned responsibility for counseling to individuals who were not fully qualified.

Changes for helping clients are best when they recognize the need for help; they are willing to try to change; they have some notion of what the group can do for them; and they know what will be expected from them in the group and what they can expect from other group members.

The counseling relationship, he felt, should have deep involvement but separateness. Students (or other persons) are given an intake interview to determine his readiness for group counseling. The client must prove that he has something he wants to talk about in the group. The intake interview is repeated until the client has the right emotional tone. Rejection for the group seems to heighten the desire to participate, to be included.

People talk in groups because the leader expects that he will listen, that he cares, and the members have something to say and this is predetermined. Group members help each other. If the counselor is competent he can operate a group without fear of breaches of confidentiality, and can handle any topic that arises.

Dr. Ohlsen, further, pointed out that counselors often are not successful in their attempts to help students because they do not work with those that can be helped. If we select normal students with solvable problems and a desire for assistance, rather than the severely disturbed or damaged student who requires intensive care we will be more effective.

Dr. Ohlsen conducted a demonstration intake interview and a group counseling session with volunteers from the workshop group. They chose to role-play school administrators working with a problem related to a hypothetical school situation.

June 4, 1966
Dr. Donald Super

The Career Pattern Study and the Long-Term Follow-up of the Career Pattern Study were discussed. This study began in Middletown, New York, in 1951 to determine the vocational maturity of 9th grade boys. Follow-up studies were conducted in 1955, 1958, and 1962 to determine subsequent vocational development and success.

Since this study was conducted in a small town, the students were more aware of middle-class values. Disadvantaged youngsters in such a town had more contact with middle-class values, and it was easier to recognize what was missed and to develop motivation. Research has shown a high correlation between parental occupational level and vocational maturity. This being so, how can we provide, through planned experiences more of the things to help disadvantaged students become more vocationally mature?

The Career Pattern Study showed that the vocational development of these boys ocurred during the teen years. However, discussions pointed up the importance of early experiences for the purpose of providing a base for this development. Although not quantitatively related in this study, we know that earlier experiences are related to later vocational maturity.

Vocational development proceeds unevenly, and any prediction must take this into account. Dr. Super expressed his belief that we can do something about changing vocational maturity.

CHAPTER V

EVALUATION

I. Introduction: Instruments Utilized in the Developmental Career Guidance Project

The instruments utilized in the Developmental Career Guidance Project were designed to obtain certain information from the population in the project schools as well as from a comparable population in the control schools. (The instruments, of necessity, had to be developed under the pressure of time.) This introduction is designed to provide the interested reader with certain information concerning the inventories. The survey instruments were designed to ascertain attitudes, values, and perceptions deemed important to the purposes of the project. In other words, they were designed to measure things that the project staff is concerned with in order to see if any change occurs at certain points in time in the project.

The instruments are four in number:

First, the Career Guidance surveys, Level I, II, and III. Through these instruments, it was hoped to gain information at various grade levels that would be complementary. Further, a faculty attitude survey was administered to faculties in all twelve cooperating schools in order to gain some knowledge of the perceptions and attitudes of the staff in the schools.

II. THE CG SURVEY, LEVEL I

The CG Survey, Level I, was administered to students in grades K - 3 in the six elementary schools of the project.

The survey consists of ten sets of 8 x 11 photographs.* Each set of pictures represents four levels of occupational prestige as indicated in the North-Hatt Study of prestige ranking of occupations. This approach by the National Opinion Research Center obtained positive ratings for 96 occupations by asking its subjects to place each occupation in one of five grades according to its "general standing" compared with all other occupations.

The survey was designed to ascertain children's perceptions of various levels of occupations in order to see if it would be possible to gain any valid indication of children's perceptions of occupations at this early age. We have evidence (e.g., Kagan and Moss) that, at this age, children are more than anything else fantasizing about the occupational world. Further, as Super brings out, there is evidence that children begin early to "rule out" certain occupations at this stage of development. It is important to note that the presentations that were made at Level I were also made in the Level II and Level III surveys. (In the higher level surveys, these were made in verbal fashion.)

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*Pictures were taken by Mr. Ben Meckler, a member of the project staff.

The system used in designing this survey was to divide the North-Hatt list into quartiles and then select occupations from each quartile that is was deemed students in the project area might be familiar with.

A. Scientist
B. Accountant
C. Mail carrier
D. Taxi-driver
E. Banker
F. Teacher
G. Barber
H. Soda clerk
I. Engineer
J. Musician
K. Clerk
L. Janitor
M. Minister
N. Radio Announcer
O. Garage Mechanic
P. Shoe shiner
Q. Lawyer
R. Electrician
S. Machine operator (routine)
T. Waiter (lower class)

Each occupation is repeated once in a different context during the course of the presentation (at all three levels.)

Thus, the method of organization in the Level I survey is as follows:

1.	A	B	C	D
2.	E	F	G	H
3.	I	J	K	L
4.	M	N	O	P
5.	Q	R	S	A
6.	T	C	F	I
7.	D	G	J	M
8.	P	S	B	E
9.	H	K	N	T
10.	L	O	R	Q

Thus, it can be seen that each occupation is not only repeated in a different context but also appears in a different placement of order in the presentation.

A further note: In the two presentations, we attempted to allow for racial differences by (1) presenting both a Caucasian and Negro in the two presentations made of a particular occupation, or (2) presenting an integrated situation, or (3) allowing the subject to be somewhat ambiguous (e.g., the taxi driver cannot be seen well, the mail-carrier is light-complected, the soda clerk is somewhat ambiguous.)

In terms of North-Hatt quartiles, the presentation is as follows:

North-Hatt quartile	I	A	E	I	M	Q
North-Hatt quartile	II	B	F	J	N	R
North-Hatt quartile	III	C	G	K	O	S
North-Hatt quartile	IV	D	H	I	P	T

The directions for the administration of the Level I questionnaire were developed with the help of Miss Ellen Stephens, the guidance consultant at Stephens Elementary School and several of the Stephens primary teachers. A preliminary study was made and the directions were revised by the project director and Dr. Willian Van Hoose, resulting in the final product which was utilized. (See Appendix)

The results follow:

TABLE 5

EXPERIMENTAL AND CONTROL SCHOOL RESULTS OF PRE AND POST TEST ADMINISTRATION OF THE CAREER GUIDANCE SURVEY, LEVEL I

Grades K - 3 N's Noted

NORC Level of Aspiration Quartile

	N		I		II		III		IV	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
*E_1	298	270	28%	31%	25%	27%	22%	24%	25%	20%
C_1	165	152	28	29	26	23	22	23	24	25
E_2	365	325	25	26	22	23	25	24	28	26
C_2	330	313	25	26	21	23	24	22	30	29
**E_3	320	310	24	27	23	28	25	24	28	22
C_3	255	243	28	28	24	22	22	23	26	27
**Total Exp.	983	905	26	28	23	27	23	24	28	21
Total Control	750	708	26	27	23	23	23	23	28	27

Thus, the results show that the experimental school populations did gain more in their aspiration levels than the control schools. The results at the first quartile are inconclusive, but the results at the fourth quartile, and on several occasions, at the fourth and second quartiles, indicate that the students in the experimental schools did, indeed, hold higher levels of aspiration after the experiment than they did previously. Indeed, in several instances (see Table 6), the level of aspiration of students in control schools went down. Thus, perhaps the greatest contribution of the Developmental Career Guidance Project has been in helping combat the deteriorating process that so often occurs in regard to the aspiration and, following, the achievement of inner-city youth.

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* Difference significant at .05 level, Kolmogorov-Smirnov-Two Sample Test (Large Sample two-tailed test).

** Difference significant at .01 level.

TABLE 6

EXPERIMENTAL AND CONTROL SCHOOL RESULTS ON PRE AND POST TEST ADMINISTRATION OF THE CAREER GUIDANCE SURVEY, LEVEL II

Grades 4 - 6 N's Noted

NORC Level of Aspiration Quartile

	N		I		II		III		IV	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
**E_1	232	220	28%	29%	29%	35%	24%	21%	19%	15%
C_1	197	172	30	30	27	27	25	26	18	17
*E_2	215	210	24	26	24	23	24	26	28	25
**C_2	280	264	27	25	30	25	23	23	20	27
*E_3	415	411	30	32	25	27	24	22	21	19
*C_3	290	275	30	28	26	27	24	26	20	19
**Total Exp.	862	841	29	29	25	28	25	24	21	19
**Total Control	767	711	29	27	28	27	23	23	20	23

Thus, the results of the Level II survey seem to parallel, in several regards, the results of the Level I survey. There did seem to be more growth among the students in the experimental schools than those in the control schools. This can be stated as a conclusion despite the effects of other factors such as socio-economic environment and familial values.

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* Difference significant at .05 level, Kolmogorov-Smirnov Two Sample Test (Large Sample two-tailed test)

** Difference significant at .01 level.

III. THE CG SURVEY, LEVEL II

The CG Survey, Level II, was administered to all fourth, fifth, and sixth grade students in the control and experimental schools in the project. The CG Survey, Level II, was designed, first, to tap the same North-Hatt alternatives that were presented in the Level I questionnaire for boys. We presented a somewhat related list for girls. It was felt, however, that certain of the occupations presented for boys would be inappropriate for girls. Thus, although the order of presentation and organization was identical, we substituted certain occupations. For example, a bookkeeper was substituted for mail carrier, sales clerk for a store clerk, a cleaning woman for a janitor, a beautician (hairdresser) for a barber, a welfare (social) worker for a musician, and so forth. A further change was that in direction.

Whereas in the Level I questionnaire we were mostly concerned with with describing certain occupations and telling a story about them to capture the children's interests, in the upper surveys we tried to attempt to tap different perceptions of jobs. For example, we attempted to ascertain student feeling toward jobs that they felt they could enter and ones that they felt they really could get. This was an attempt to ascertain differences in the well documented differential perception between fantasy and reality. (The directions for this survey were developed primarily by the project director with assistance from Dr. Van Hoose.)

A second major purpose in the Level II survey was to gain certain substantive information regarding identifying data concerning individuals, (age, grade, number of siblings, and occupational level.) In addition, the Level II survey utilized the incomplete sentence technique to ascertain values and to a certain extent, self-perception and perception of life and environment. The stems utilized here were taken almost without exception from the doctoral dissertation of the project director.[*]

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[*] Leonard, G. E. *Certain Aspects of the Status and Genesis of Adolescent Values*, unpublished doctoral dissertation, Columbia University, 1962.

IV. THE CG SURVEY, LEVEL III

The CG Survey, Level III, was administered to all students in grades 7 - 10 in the experimental and control schools. Although the reading level of this survey was rather high, the directions and method of administration (developed in cooperation with Mr. James Woodruff, the guidance consultant at Barbour Junior High School, who conducted the preliminary field studies with the instrument) attempted to compensate for this. The survey consists of 85 items and uses a separate answer sheet. The survey uses the multiple choice format as well as a numbert of Likert-type items designed to, first, gain some information concerning student attitudes and secondly, their perceptions of help received in school, from whom this was received, and their perceptions of certain school personnel (counselors, teachers, principals, and certain individuals in their environment.) The multiple choice items also attempted to gain identifying information concerning age, grade, sex, residence, siblings, mother's occupation, father's occupation, mother and father's education, length of residence in Detroit, future plans, achievement, and work experience. In addition, the same items presented in the Level I and II surveys were repeated.

The results, as shown in Table 7, indicate considerable progress in regard to affecting student perceptions and behavior. A perusal of results indicates:

1. The level of aspiration of students in experimental schools did increase significantly more than that of students in control schools.

TABLE 7

RESULTS OF CG SURVEY, LEVEL III

T Values of Pre and Post Test Results with Control and Experimental Groups

N's: Control: Pre: 2239, Post 2149   Experimental: Pre:3803, Post: 3464

Category	Item #	Control Group T Values	Experimental Group T Values
Category 1. Job Level Aspiration			
Item #	8	2.03*	2.16*
	10	0.13	1.11
	12	0.78	0.57
	14	0.07	1.41
	16	0.48	2.71**
	18	0.69	2.55**
	20	1.25	4.48**
	22	0.79	2.50**
	24	0.54	0.94
	26	2.69**	2.56**
Category 2. Leisure and Co-Curricular Activities			
Item #	53	2.05*	2.87**
	54	2.23*	3.32**
	55	0.18	9.59**
	56	0.96	2.09*
	57	2.16*	3.64**
Category 3. Occupational Knowledge and Thought			
Item #	19	0.89	2.18*
	28	3.25**	3.79**
	34	2.23*	4.34**
Category 4. Occupational Plans			
Item #	13	0.62	2.62**
	15	2.57**	3.25**
	27	0.07	1.82
	29	1.49	2.34*

Category 5: Values			
Item #	17	0.03	3.36**
	31	0.62	2.62**
Category 6: Attitude Toward Counselor			
Item #	35	1.05	1.60
	36	0.39	0.90
	37	0.47	1.36
	38	1.41	4.90**
	39	1.95	6.88**
	40	4.94**	6.61**
	41	2.72**	6.45**
	42	1.36	1.29
	44	1.50	2.96**
	45	0.27	7.93**
	48	0.11	0.95
	49	2.12*	1.59
	50	1.25	4.67**
	51	3.54**	3.60**
	52	1.86	1.37
Category 7: Attitude Toward School			
Item #	32	3.24**	0.20
	33	5.36**	1.19
	43	2.48*	0.22
	46	2.46*	1.47
	58	1.65	1.28
	59	5.98**	4.48**
	60	6.68**	13.54**
Category 8: Professional Help Received			
Item #	47	0.96	1.09
	66	1.22	8.19**
	67	2.09*	7.78**
	68	0.63	1.42
	69	1.75	5.80**
	70	0.70	0.53
	72	3.98**	7.17**
	73	3.77**	3.00**
	74	0.15	0.10
	75	0.36	6.45**

(Category 8, con't.)

Item #	61	0.69	0.54
	62	1.64	4.01
	63	2.05*	2.49*
	64	2.70**	6.18**
	65	2.30*	7.53**
	71	4.34**	6.00**

Category 9: Help Desired

Item #	76	0.83	4.71**
	77	0.10	8.21**
	78	0.85	3.79**
	79	0.80	4.03**
	80	2.05*	3.69**

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* Pre-Post Test differences significant at 5% level (two-tailed test) $d_f > 1000$.

**Pre-Post Test difference significant at 1% level (two-tailed test) $d_f > 1000$.

2. Students in experimental schools did seem to show more growth in regard to occupational knowledge and planning than students in control schools.

3. The students in experimental schools did seem to reexamine their value structure significantly more than students in control schools.

4. Students in experimental schools did show a more acceptable attitude towards counselors at the end of the project's first year of operation than did students in control schools. Interestingly, there did not seem to be a significant change in perception of school.

5. Students in experimental schools did perceive a greater need for professional help at the end of the project's first year than previously.

In accordance with students' desire to gain information about occupations and educational opportunities, the results indicate that when a developmental approach is utilized, they perceive this information as being more available and accessible to them. They feel they were not only encouraged to utilize this information but where also given help in becoming familiar with employment opportunities.

These results would seem to warrant further investigation into the effectiveness of various approaches to school counseling. It would seem that in school counseling, as well as in other settings, the counseling approach does make for significant differences in client acceptance. Throughout the project, a developmental approach to counseling and guidance wherein an attempt is made to reach all students would seem to have proven more effective in meeting student needs.

It would seem that most students appreciate professional help in their development and that we are in error when we provide counseling only for "problem" students who desire counseling for a particular purpose at any time.

Implicit in the foregoing discussion is the acceptance of the point of view that the school counselor can be a guidance specialist who gives information, etc. as well as providing meaningful counseling for students. In the mind of the author, we cannot compartmentalize students as to the particular 'problem" they are facing at any one time. We must keep in mind the total development of the individual. In this view, the individual is perceived as facing 'problems' at every stage of his development. Following, he needs - and appreciates - professional help at all stages of his progress in achieving competance in regard to mastering his vocational developmental tasks.

In essence, the results of the project reinforce the position of the counselor not only as a counselor, but also as a guidance services specialist. Although lip service has been paid in the field to counseling as the heart of the guidance program, many counselors have not been secure in counseling, with a resultant emphasis upon guidance services. On the other hand, many counselors have eschewed guidance and retreated to the safety of their offices and restricted their activities to counseling with a relatively small number of students. All too many counselors, counselor educators, and administrators have acquiesced in either perception, having "thrown up their hands" to what they term 'reality". As a result, we now see a movement in the direction of making guidance and counseling mutually exclusive. However, with an adequate educational background and supervised counseling experience, the counselor of today should have the competence to be comfortable in counseling and organize guidance services to provide a meaningful program for all students.

V. FACULTY ATTITUDE SURVEY

The Faculty Attitude Survey was designed to obtain information from the faculties in each of the twelve schools concerning their perceptions of (1) inner city youth, (2) school curriculum, (3) school services (guidance and counseling), (4) knowledge of community, (5) attitudes towards business and industry, and (6) perceptions of inner-city residents, and social programs designed to help them. The Survey is based upon a similar instrument originally developed by the project director in the 1964 workshop, and modified during the 1965 preparatory phase of the project. It uses a Likert-type item to gain certain information concerning faculty attitudes.

The results follow. It can be seen that there are major significant differences, and the conclusion can be made that the Developmental Career Guidance Project did, indeed, have an effect on the faculties in the schools in which it operated. This seems significant for, if the project cannot affect the perceptions and behavior of teachers, it would seem exceedingly difficult to affect the behavior of students, in turn. The faculty have more contact with students than any counselor or consultant who is placed in the school. Further, with the student loads carried by most counselors and consultants, the time, of necessity, that can be spent with any individual student is limited. Thus, a great deal of emphasis has been placed on work with faculties (See Chapter III), both during the school day and through the medium of the Saturday meetings with faculties.

They seem to have had an effect both in regard to faculties' perceptions of students and in regard to their perceptions of their own responsibilities in regard to career development.

The foregoing seems to be of major importance for counselors and guidance workers in regard to the concept of whether or not the counselor can and/or should operate as a change-agent in the schools. A number of NDEA counseling and guidance institutes, as well as a number of counselor-educators, have stated their belief and conviction that this can be done. If so, the results of the Developmental Career Guidance Project would indicate that the concept of change-agent is viable, but that it is to be achieved through work with faculty as well as students. Too often, the guidance counselor remains closeted within his "sanctum sanctorum" and does not achieve the results in the total school program that he could and should be achieving.

TABLE 8

FACULTY ATTITUDE SURVEY RESULTS

Pre and Post Test Administered in September, 1965
and June, 1966, to Experimental and Control Schools

N's Experimental: Pre: 208; Post: 202 Control: Pre: 177; Post: 143

			SA	A	U	D	SD
1. Inner-city youth should be regarded as any other youth.	EXP.:	Pre:	17%	29%	6%	27%	21%
		Post:	13	24	10	32	22
	CON.:	Pre:	22	27	9	22	21
		Post:	21	25	5	25	23
2.* My school is doing as much as possible for all youth preparing for the world of work.	EXP.:	Pre:	6	20	30	30	14
		Post:	3	27	22	25	23
	CON.:	Pre:	9	37	18	25	11
		Post:	8	30	21	33	8
3. My school's curriculum is adequate to meet the needs of all youth preparing for employment.	EXP.:	Pre:	4	14	26	38	18
		Post:	7	18	20	37	18
	CON.:	Pre:	6	19	25	33	17
		Post:	16	18	19	33	16
4. Inner-city youth aren't really interested in employment.	EXP.:	Pre:	1	7	11	48	32
		Post:	1	9	10	40	40
	CON.:	Pre:	5	13	20	43	19
		Post:	2	13	17	48	20
5. There are few employment opportunities available for inner-city youth in Detroit.	EXP.:	Pre:	7	26	19	34	14
		Post:	5	21	20	38	16
	CON.:	Pre:	6	20	20	41	13
		Post:	3	19	18	42	17
6.* The difficulty with most youth today is that they don't want to work.	EXP.:	Pre:	5	12	10	46	28
		Post:	5	10	11	40	34
	CON.:	Pre:	7	25	11	40	18
		Post:	7	29	12	42	10

			SA	A	U	D	SD
7.* Most businesses and industries are not interested in helping youth - all they care about is making money.	EXP.:	Pre:	6%	15%	18%	48%	13%
		Post:	5	15	19	40	21
	CON.:	Pre:	8	13	13	54	12
		Post:	4	16	13	53	14
8.* Most businesses and industries discriminate against minority youth today.	EXP.:	Pre:	6	31	20	34	9
		Post:	5	26	20	32	17
	CON.:	Pre:	6	20	20	44	11
		Post:	5	19	33	29	14
9. The only types of jobs minority group youth can aspire to today are unskilled, semi-skilled, clerical and services.	EXP.:	Pre:	2	15	9	55	19
		Post:	1	15	8	49	30
	CON.:	Pre:	1	10	8	50	30
		Post:	3	10	10	50	27
10.* Our school's guidance services are adequate.	EXP.:	Pre:	2	22	33	41	2
		Post:	5	29	26	30	10
	CON.:	Pre:	4	14	12	42	28
		Post:	2	21	21	39	17
11.* Minority group youth don't need any special attention - they are no different than any other students preparing for employment.	EXP.:	Pre:	2	11	6	43	39
		Post:	2	9	5	45	39
	CON.:	Pre:	3	13	8	41	35
		Post:	2	17	14	40	26
12.* A considerable proportion of youth today are just as well off if they drop out of school.	EXP.:	Pre:	1	4	9	33	53
		Post:	2	8	6	30	54
	CON.:	Pre:	3	11	7	30	49
		Post:	3	14	9	33	41
13. Youth preparing for employment are given as much recognition as college preparatory students in my school.	EXP.:	Pre:	6	25	20	27	22
		Post:	7	24	20	33	16
	CON.:	Pre:	8	30	21	24	17
		Post:	8	25	25	17	23
14.* I feel I understand the way inner-city youth see the future.	EXP.:	Pre:	5	41	34	18	3
		Post:	9	30	40	14	8
	CON.:	Pre:	7	29	38	18	7
		Post:	9	24	52	12	4

			SA	A	U	D	SD
15. Guidance counselors should be concerned mostly with discipline.	EXP.:	Pre:	2%	6%	11%	33%	48%
		Post:	3	4	6	41	46
	CON.:	Pre:	3	6	4	41	46
		Post:	5	9	6	40	40
16.* I am well acquainted with educational opportunities available for youth today in Detroit.	EXP.:	Pre:	3	23	33	36	6
		Post:	10	35	33	20	2
	CON.:	Pre:	7	34	29	26	4
		Post:	10	30	24	28	7
17. The difficulty with most minority group youth is that they don't want to work.	EXP.:	Pre:	3	10	8	45	35
		Post:	3	5	11	47	34
	CON.:	Pre:	3	10	10	54	23
		Post:	3	14	15	50	18
18.* My school's curriculum is adequate to meet the needs of minority group youth preparing for employment.	EXP.:	Pre:	2	18	31	36	13
		Post:	2	27	20	38	14
	CON.:	Pre:	3	30	17	36	14
		Post:	6	24	30	26	14
19.* My school is doing as much as possible for minority group youth today.	EXP.:	Pre:	2	26	29	32	11
		Post:	10	27	25	26	12
	CON.:	Pre:	11	38	18	24	8
		Post:	7	32	12	29	20
20.* Most businesses and industries are not making any effort to provide equal employment opportunity.	EXP.:	Pre:	1	18	27	52	2
		Post:	3	10	20	56	11
	CON.:	Pre:	4	8	18	58	12
		Post:	10	13	14	52	11
21. After a student graduates from school, there is no way he can get help in finding out about jobs and vocational opportunities.	EXP.:	Pre:	3	12	14	48	23
		Post:	2	13	12	46	28
	CON.:	Pre:	1	8	8	53	30
		Post:	1	4	8	55	32
22.* Students in my school have adequate opportunity to discuss their future plans with faculty.	EXP.:	Pre:	5	28	29	33	5
		Post:	13	41	22	20	4
	CON.:	Pre:	5	30	17	37	12
		Post:	7	34	18	24	17

			SA	A	U	D	SD
23.* Adequate information concerning occupations is available for students in my school.	EXP.:	Pre:	6%	23%	34%	31%	6%
		Post:	16	44	22	16	2
	CON.:	Pre:	5	40	32	18	5
		Post:	9	35	20	23	13
24.* I do as much as necessary to help youth become acquainted with career information.	EXP.:	Pre:	7	26	16	36	15
		Post:	17	38	20	22	3
	CON.:	Pre:	9	45	16	26	4
		Post:	10	44	19	24	3
25.* Career Guidance should be given no sooner than the 9th or 10th grade.	EXP.:	Pre:	3	15	14	44	24
		Post:	4	10	10	47	29
	CON.:	Pre:	8	24	7	44	17
		Post:	10	21	10	49	10
26. Inner-city girls should probably take the commercial course in high school.	EXP.:	Pre:	1	16	23	39	32
		Post:	4	15	19	40	21
	CON.:	Pre:	5	15	13	43	24
		Post:	2	19	23	42	14
27.* The TAAP and related programs are not really helping the poor.	EXP.:	Pre:	4	6	34	33	23
		Post:	5	11	40	31	13
	CON.:	Pre:	6	11	32	38	13
		Post:	9	10	41	34	6
28.* Post high school education is not really necessary for most youth today.	EXP.:	Pre:	1	3	10	46	40
		Post:	2	7	1	40	50
	CON.:	Pre:	1	4	8	48	39
		Post:	8	10	8	44	30
29.* All youth (inner-city and outer-city) see their possible career opportunities the same way.	EXP.:	Pre:	1	5	13	41	40
		Post:	2	5	2	56	35
	CON.:	Pre:	1	7	8	43	41
		Post:	1	8	14	41	36
30. Residents of the inner-city are just as happy the way they are.	EXP.:	Pre:	10	17	11	30	32
		Post:	3	8	10	42	37
	CON.:	Pre:	2	10	20	46	22
		Post:	2	11	20	37	30

			SA	A	U	D	SD
31. I feel it is important for me to discuss the educational and occupational implications of my subject matter field with my students.	EXP.:	Pre:	26%	48%	5%	14%	7%
		Post:	31	48	9	10	2
	CON.:	Pre:	26	38	10	18	8
		Post:	27	34	10	19	10
32. Guidance services are the job of specialists; teachers are responsible for teaching subject matter only.	EXP.:	Pre:	5	7	6	47	35
		Post:	2	4	8	50	36
	CON.:	Pre:	6	16	3	48	29
		Post:	4	15	4	47	30
33.* Organized group guidance activities are adequate for students in my school.	EXP.:	Pre:	1	7	33	39	20
		Post:	12	21	26	28	13
	CON.:	Pre:	0	13	29	40	18
		Post:	0	13	26	44	17
34. Guidance counselors should be mainly concerned with "keeping students in line."	EXP.:	Pre:	2	3	3	43	49
		Post:	2	1	1	48	48
	CON.:	Pre:	0	9	7	8	76
		Post:	1	2	2	47	48
35. Guidance services are an integral part of the school program and should help every student make sound choices and plans.	EXP.:	Pre:	52	43	3	1	1
		Post:	54	40	3	2	1
	CON.:	Pre:	56	38	1	5	0
		Post:	49	40	4	4	3

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* = difference significant at the 5% level. x^2 with d_F = 5.

Dr. Charles N. Morris, of Teachers College, Columbia University, kindly consented to visit the project in June, of 1966. He made a site visitation to each project school, conferred with each consultant, with each school principal, and all other staff connected with the Developmental Career Guidance Project.

Following is his report.

AN EVALUATIVE REPORT ON THE PROJECT
"Developmental Career Guidance in Action"

Charles N. Morris

Teachers College, Columbia University

INTRODUCTION

Developmental Career Guidance in Action is a project funded by the Office of Economic Opportunity and co-sponsored by Wayne State University and the Detroit Public Schools with the cooperation of Plans for Progress and the College Entrance Examination Board.

The objectives of the project, as stated in the project proposal are:

A. To aid a selected group of inner-city Detroit public school students to raise and broaden their educational-occupational levels of aspiration and make better plans concerning their post-high school futures.

B. To develop a pilot program designed to better meet the needs of inner-city youth through emphasis on developmental educational-occupational career guidance in grades 1 through 12.

C. To involve the staffs of the participating schools in the program through cooperative planning and development.

D. To systematically evaluate the program through analysis of student plans and attitudes.

In Phase I, approximately fifty representatives from an inner-city Detroit school constellation (one senior high school, two junior high schools, and three elementary schools were represented) met at a two-week workshop at Wayne State University in August, 1965. Workshop members met with resource personnel to discuss economic and social trends; made visits to business and industry, to institutions of higher learning and to community agencies; discussed ways of improving education for inner-city youth; and developed plans for program improvement in the six participating schools. School representatives have continued to meet in periodic workshop sessions throughout the school year, 1965-66.

In Phase II, a three-person team was placed in each school for the academic year 1965-66 to work with school staff, the community, and the students to carry out in the schools a program designed to meet the project objectives. The team consisted of a professionally trained full-time guidance consultant who served as leader of the team and two twenty-hour per-week sub-professionals drawn from the community served by the school. One sub-professional was an adult who served in a liason capacity with students and parents and agencies in the community. The second sub-professional was a qualified, deserving student from the senior high school who performed clerical tasks and served as liason with students.

PURPOSE OF THE REPORT

The project director asked the writer to evaluate the project through interviews with a number of people who participated in the project in the several schools. Other plans, including the use of the control group of schools, have been devised for an objective evaluation of the project in which changes in students will be examined. The present evaluation is dependent upon opinions of participants, including central staff of the project, guidance consultants, school principals, teachers and counselors in the schools and, where possible, pupils.

This evaluation is necessarily subjective and dependent on impressions. Since impressions have been obtained from people at several levels of participation, it is possible to examine the impact of the project as seen from several perspectives, and to note consistencies and inconsistencies in the reports of interviewees.

NATURE OF THE INTERVIEWS

Interviews were held with each of the six school principals, each of the six guidance consultants and one or more teachers and counselors from the participating schools. In the senior high school, a short group interview was held with six students. The list of interviewees is given in Appendix A.

The interviews varied in length from ten minutes to approximately 45 minutes. In general, the interviews with guidance consultants and principals were longer; the interviews with teachers and counselors were relatively short. Interviews were held at Hillger, Stephens, and Barbour on Wednesday, June 1; at Burroughs and Kettering on Thursday, June 2; and at the Rose School on Friday, June 3. In addition, a one-hour interview was held with Dr. Carl Marburger, Assistant Superintendent of the Detroit Public Schools and Co-director of the project, and with Dr. W. Dean Edmundson, Field Executive of District 7, of the Detroit Public Schools.

The interviews were loosely structured and varied somewhat according to the interviewees. The following outline of questions was used:

1. What do you understand the objectives of the project to be?

2. What is your role in the project?

3. Does the project seem to be achieving its objectives?

4. Is the project well organized and administered?

5. What has been the impact of the project on pupils in the school?

6. a. What has been the impact of the project on you and others closely identified with the project (e.g. the school community)?
   b. What has been the impact of the project on the school staff?
   c. What has been the impact of the project on parents and the community served by the school?

7. What problems have been encountered in carrying out the project and what solutions do you see for these problems?

8. What are the long-term prospects for the project?

Questions 5 and 6, which dealt with the impact of the project on pupils and on school staff and program, were considered to be the most important; in the shorter interviews, only these two questions were asked.

The writer was most interested in the impact of the project on school staff and school program; effects on staff and program would tend to persist and affect young people on a continuing basis. He assumed that most interviewees would assert that students had been helped in some measure by the presence of additional workers in the school. He was less confident that the enthusiasm which he knew to exist among central staff of the project would have spread beyond guidance consultants and school guidance committee members to teachers and parents and others concerned on a day-to-day basis with the education of these young people. When possible, interviewees were asked to give examples of the kind of evidence on which they based their impressions.

EPILOGUE

The writer is grateful for the opportunity to "see guidance in action," however fleetingly. The visits to the schools were a convincing demonstration that young people have a lively interest in educational and career possibilities if they can be shown that they have a stake in the future. Put differently, the visits were a demonstration that the constructs associated with vocational development theory, such as vocational self-concept, are fruitful guides to practice in guidance.

The project further demonstrates that an adequate program of guidance, with whatever emphasis, consists of much more than the direct pupil-helping activities of the counselor, important as these are. The consultants in the project have been required to be, and have been, "change agents," interested in affecting the attitudes of other staff members and of parents toward the vocational development of young people and in promoting practices relevant to furthering vocational development. Perhaps the phrase, "enabling agents" is a better one, since it suggests that consultants enable a school community to give the kind of attention it believes necessary to an important aspect of the development of the pupils.

It is understood that there are plans to extend the project to additional schools. The project should be extended; all the evidence at the moment attests to the worthwhileness of the project idea and its implementation. Any such extension should not, however, result in a decrease in project efforts in existing schools. Just as the project deserves to be extended, so it deserves to be given a full-blown trial in the schools where it has made so fine a beginning.

ACTIVITIES OF THE DEVELOPMENTAL CAREER GUIDANCE TEAM IN INDIVIDUAL SCHOOLS

While specific activities engaged in by the Developmental Career Guidance team varied from school to school, and while some types of activities were given considerably more emphasis in some schools than in others, activities can be categorized under six general headings:

1. Dissemination of occupational and educational information.
   Existing collections of occupational and educational information were increased, and collections of such information were begun in schools were no such collection existed. Information was disseminated through posters, bulletin boards, units in classes, and assembly programs.
2. Exposure of pupils to the world of work through field trips and occupational conferences in the schools.
3. Individual and group career counseling.
   The emphasis on group counseling was especially noticeable. Guidance consultants in all schools were working with several small groups of young people in an effort to enhance their views of self and of occupational and educational opportunities.
4. Work with teachers.
   In all schools, an effort has been made to involve teachers in the probram of disseminating information and broadening the horizons of the pupils. The intention of the counselors in working with the teachers is not simply to help children presently enrolled

in the schools, but to help teachers find ways of incorporating themes about occupations in their own classwork with both present and future puipls.

5. Work with parents.

   Counselors have attempted to interest large numbers of parents in participating with the school in the education of the child. Work with parents has taken at least two forms:

   a. A program of information through letters and bulletins to all parents.

   b. Regular group meetings with smaller numbers of parents devoted to child development.

6. Work with existing community agencies to increase school-community cooperation in the education of children.

Counselors in individual schools have been encouraged to be inventive and to capitalize on existing programs and on specific characteristics of the individual schools in developing their programs. An example is the placement office organized at Stephens Elementary School, a program feature which has deservedly received a good deal of attention within the project as a whole. Most of the kinds of (in-school, non-paying) jobs to which elementary school pupils are normally assigned are processed through a placement office manned by the guidance consultant. Job orders are taken, applications are completed, employment interviews are held -- all the activities of a placement office, including conferences with a few pupils who have been dismissed from jobs, take place. Discussion with the consultant and an inspection of some applications convinced the writer that the device is effective in enabling pupils to examine their beliefs about themselves and to test themselves in action.

CONCLUSIONS

As suggested in the introductory remarks, conclusions are neccessarily impressionistic. It is as if the writer were responding to the question: "What is the sense of your brief encounter with Developmental Career Guidance in Action?"

No one is free from bias. As Myrdal has suggested in connection with his monumental study of the American Negro, The American Dilemma, the best one can do is to attempt to recognize one's biases and to control their effects on the method of study and conclusions. The writer came to the evaluative study with a favorable bias toward the purposes of the project, but with very little knowledge of the design of the project or of the Detroit Public Schools. This lack of information was an advantage in that he had not made specific judgments about the value of the project, a disadvantage in that it was not possible to inform himself in detail about project objectives and activities in the six schools or about curricula and other special programs in the Detroit Public Schools, generally, and in the project schools, in particular.

The conclusions drawn, then, must be regarded as tentative; they are based on available evidence. They may further serve as guides to hypotheses in continuing evaluative studies of the project.

1. The project is clear in purposes and direct in its approach to achieving those purposes. Its purposes appear to be clearly and consistently perceived by central staff, by consultants, and by school staff members who were interviewed.
2. The need for enhancing the self concepts and raising aspiration levels of the young people in the project schools is widely acknowledged. The need is seen with different degrees of intensity in the schools, partly because the schools vary in socio-economic level of pupils, and partly because different beliefs about what was being attempted to further vocational development of pupils prior to the project. No interviewee suggested, however, that pupil need did not exist or that greater effort to meet the need was not necessary or fruitless.
3. The central staff of the project remains enthusiastic about the project and convinced that favorable outcomes are being achieved. In fact, the central staff believes that the project has had greater impact on school staffs and on pupils than they had expected.
4. The consultants are a dedicated group with attitudes toward young people consistent with project objectives.
5. Both members of the central office staff of the Detroit Public Schools were and are enthusiastic supporters of the project and believe that it is having a favorable impact on the schools concerned.

6. Generally speaking, the enthusiasm for the project manifest among central staff personnel and guidance consultants was reflected in other staff personnel in the schools with whom interviews were held. Degree of enthusiasm could be rated roughly as "high" in four schools, "fairly high" in one, and "moderate" in another. All interviewees believed that the project should be continued.
7. There was concensus that children had been helped by the project. For example, a counselor in one school reported that pupils who came to him for program planning seemed to talk more intelligently about occupational possibilities in connection with their educational plans. A mother reported that her son had shown a new interest in the industry of Detroit and in occupational possibilities for himself. There were several reports of students whose general attitude toward school and their own prospects seemed to have improved. Group counseling came in for special praise from several informants, though it was acknowledged that the numbers reached through such groups were small.
8. There was consensus that numbers of teachers in all the schools had developed class projects in connection with vocational development and had shown increased interest in helping young people think about themselves and about occupational possibilities. The consultants point out, however, that teachers who were school representatives to the project and who participated in the workshop

sessions participated more fully in the program in the schools and that many teachers were not yet involved in the programs. Further, the consultants were not sure that attitudes and practices of participating teachers were permanently affected, i.e., that teacher activities in connection with vocational development would persist in the present degree if the project were withdrawn from the schools. Principals, in general, believed that continued leadership of the kind the consultants are now offering is necessary if the school programs are to continue to develop. Some vocational activities, they believed, would continue even in the absence of a consultant; but certain activities, such as industrial visits, require considerable coordination -- and time for such coordination -- and all activities require stimulation and encouragement. In short, the principals believed that consultants are needed if the programs are to capitalize on what they consider to be a fine beginning.

9. Several aspects of the project have not been commented upon for lack of sufficient evidence. Such topics include: the effectiveness of the work of the sub-professionals; the impact in the junior and senior high schools of the work of the consultant on the work of existing counseling staffs; the implications of the work of consultants in the elementary schools and their functions if introduced; and the experience of the several teams in involving parents more fully in the work of the school and the results of these efforts.

These topics deserve attention in the continuing program of project evaluation.

10. In summary, the project idea and the programs which were carried out during 1965-1966 received an overwhelming vote of confidence from those interviewed. That the interviewees were not simply showering uncritical praise on the project for the edification of an outsider is attested to by the fact that they both documented their favorable opinions and criticized aspects of the project. Criticisms were relatively few and dealth with aspects of the project which interviewees believed had not been as fully or as efficiently implemented in their schools as in some others. The writer came away convinced that the idea and the strategy for implementation of Developmental Career Guidance in Action had combined to make a significant contribution to the education of the young people in the project schools.

APPENDIX: CAREER GUIDANCE INSTRUMENTS

A Questionnaire for young children presents a challenge that can be met only through attention to such matters as showing how responses are to be marked, answering questions, and seeing that all pupils are following directions throughout the questionnaire administration. Demonstration by the survey administrator will play a large part in preparing pupils to follow directions correctly. It is essential that the survey administrator become familiar with the survey pictures and the response sheets before the administration of the C G SURVEY.

I. Preparation for Administration

Survey materials should be readied in advance. Provision should be made for adequate seating, lighting, ventilation, etc. prior to administration.

Materials

1 set of survey pictures (10 cards with four pictures on each)
1 response sheet per pupil
1 crayon or pencil per pupil
1 marker paper per pupil
Extra copies of response sheets

II. Have pupils fill in identifying information at top of response sheets. LOWER LEVEL teachers fill in this data prior to administration. (Also, place each child's name or initials on the response sheets in case more than one administration period is required).

III. SAY: (With KDGN: SLOWLY AND DRAMATICALLY) "Fold your arms, and be sure your crayon (PENCIL) is down on the table. I am going to show you some pictures. Raise your hand if you like to look at pictures... Good! As you look at each picture, I will tell you a short story about it. Then I will ask you a question about the pictures you have seen. So, you will have to listen carefully to each story, won't you? Now...look at your paper. You have four boxes (USE YOUR FINGER TO OUTLINE THE BOXES AND HAVE CHILDREN IMITATE YOU IN OUTLINING THEM AS YOU COUNT EACH ONE). One ... two ... three ... four." (HOLD UP MARKER) "This is your marker. Place it on top of your paper so that you can see ONLY the four boxes that we counted. Now put your finger on the VERY FIRST box. (DEMONSTRATE) Look at the (VERY) first picture, (POINT TO FIRST PICTURE AND KEEP FINGER ON IT UNTIL COMPLETION OF STORY), and listen for the (VERY) first story."

GO TO DIRECTIONS ON BACK OF SET I

Suggestions for Kdgn.

Work with no more than 12 children at one time.

Elicit their response and if necessary mark the X in the correct box for the child. (Some children havenot the hand-eye coordination yet to make an X).

Plan on three or four administration periods with the same group of youngsters because of their extremely short attention span.

Place names on all papers for these children, to assist in redistribution during succeeding administration periods.

You may not need to mention job titles with Kdgn. pupils.

SET I

SAY: "This is a CHEMIST.
Here we have a person who sometimes works at a drugstore.
He wears a white coat and works with medicine bottles."

THEN SAY: "Now put your finger on the next box. It goes with the next picture. And listen for the next story."

SAY: "This is an ACCOUNTANT.
This man works at a desk. He uses pencil and paper and works with numbers . . . like 1, 2, 3, 10, 1,000."

THEN SAY: "Now put your finger on the next box. It goes with the next picture. And listen for the next story."

SAY: "This is a MAILMAN.
We ALL know what this man does, don't we? Yes, he's a . . . right, a mailman. He carries mail to homes and big buildings, and sometimes works at the Post Office, doesn't he?"

THEN SAY: "Now put your finger on the next box. It goes with the next picture. And listen for the next story."

SAY: "This is a TAXI DRIVER.
This man drives a car. Raise your hand if you know what we call this man. He's a taxi driver, isn't he?"

THEN SAY: "We have seen four pictures; one, two, three, four. (POINTING). Now, I am going to ask you to put on your thinking caps and think REAL hard. Choose one, AND ONLY ONE, of the stories I read, which tells about the person you want to be like when you grow up. (PAUSE). Did you choose one? Now pick up your crayon and mark a big X (DEMONSTRATE) in the box that goes with the picture you choose."

THEN SAY: "Now let us look at the next set of pictures."

SET II

SAY: "This is a WAITER?WAITRESS.
Here is a picture of a person who works in a restaurant. Can you say restaurant? (WAIT FOR RESPONSE) This person takes you to the table, fills your glass with water and brings you food you ask for."

THEN SAY: "Now put your finger on the next box. It goes with the next picture. And listen for the next story."

SAY: "This is a MAILMAN.
We ALL know what this man does, don't we? Yes, he's a...right, a mailman. He carries mail to homes and big buildings, and sometimes works at the Post Office, doesn't he?"

THEN SAY: "Now put your finger on the next box. It goes with the next picture. And listen for the next story."

SAY: "This is a TEACHER.
The teacher reads to you, and plays games with you and shows you how to make things, and how to draw pictures, doesn't she?"

THEN SAY: "Now put your finger on the next box. It goes wit the next picture. And listen for the next story."

SAY: "This is a SCIENTIST or ENGINEER.
This man sometimes works with rockets - sometimes with building bridges, or airplanes. He helps to make them and keep them running."

THEN SAY: "We have seen four pictures: one, two, three, four. (POINTING). Now, I am going to ask you to put on your thinking caps and think REAL hard. Choose one, AND ONLY ONE, of the stories I read, which tells about the person you want to be like when you grow up. (PAUSE). Did you choose one? Now pick up your crayon and mark a big X (DEMONSTRATE) in the box thatgoes with the picture you choose."

THEN SAY: "Now let us look at the next set of pictures."

SET III

SAY "This is a SCIENTIST or ENGINEER.
This man sometimes works with rockets -- sometimes with building bridges, or airplanes. He helps to make them and keep them running."

THEN SAY: "Now put your finger on the next box. It goes with the next picture. And listen for the next story.

SAY: "This is a MUSICIAN.
These are people who play music. Raise your hand if you like music. See their musical instruments "

THEN SAY: "Now put your finger on the next box. It goes with the next picture. And listen for the next story."

SAY: "This is a STORE CLERK.
The store clerk sells things to you when you visit the store. Sometimes the store clerk takes your money and puts it in a BIG wooden box, then pushes buttons, and a drawer opens with your change."

THEN SAY: "Now put your finger on the next box. It goes with the next picture. And listen for the next story."

SAY: "This is a JANITOR.
Janitors are busy. They clean the school, and sometimes big office buildings, or factories. They wash windows and wax floors."

THEN SAY: "We have seen four pictures: one, two, three, four. (POINTING)

Now, I am going to ask you to put on your thinking caps and think REAL hard. Choose one, AND ONLY ONE, of the stories I read, which tells about the person you want to be like when you grow up. (PAUSE) Did you choose one? Now pick up your crayon and mark a big X (DEMONSTRATE) in the box that goes with the picture you choose."

THEN SAY: "Now let us look at the next set of pictures."

SET IV

SAY: "This is a SHOE SHINER. He shines shoes. ometimes you will find a shoe shiner at the shop where men and boys have their hair cut."

THEN SAY: "Now put your finger on the next box. It goes with the next picture. And listen for the next story."

SAY: "This is an ASSEMBLY_LINE MACHINE OPERATOR. This man works in a factory. He works with big machines that move and make loud noises."

THEN SAY: "Now put your finger on the next box. It goes with the next picture. And listen for the next story."

SAY: "This is an ACCOUNTANT. This man works at a desk. He uses pencil and paper and works with numbers . . . like 1, 2, 3, 10, 1,000."

THEN SAY: "Now put your finger on the next box. It goes with the next picture. And listen for the next story."

SAY: "This is a BANKER. This person sometimes works behind the window at the bank. This person takes your money, or your savings stamp book and keeps them safe for you."

THEN SAY: "We have seen four pictures: one, two, three, four. (POINTING) Now, I am going to ask you to put on your thinking caps and think REAL hard. Choose one, AND ONLY ONE, of the stories I read, which tells about the person you want to be like when you grow up. (PAUSE) Did you choose one? Now pick up your crayon and mark a big X (DEMONSTRATE) in the box that goes with the picture you choose."

THEN SAY: "Now let us look at the next set of pictures."

SET V

SAY: "This is a LAWYER.
He reads lots of books. Sometimes when people are in trouble they go to him and he helps them."

THEN SAY: "Now put your finger on the next box. It goes with the next picture. And listen for the next story."

SAY: "This is an ELECTRICIAN.
Have you seen the man who comes to fix the streetlights when they go out and to fix the wires in a storm? Sometimes he comes to your house to fix the lights when they go out."

THEN SAY: "Now put your finger on the next box. It goes with the next picture. And listen for the next story."

SAY: "This is an ASSEMBLY-LINE MACHINE OPERATOR.
This man works in a factory. He works with big machines that move and make loud noises."

THEN SAY: "Now put your finger on the next box. It goes with the next picture. And listen for the next story."

SAY: "This is a WAITER/WAITRESS.
Here is a picture of a person who works in a restaurant. Can you say restaurant? (WITH FOR RESPONSE) This person takes you to the table, fills your glass with water, and brings you food you ask for."

THEN SAY: "We have seen four pictures: one, two, three, four. (POINTING)

Now, I am going to ask you to put on your thinking caps and think REAL hard. Choose one, AND ONLY ONE, of the stories I read, which tells about the person you want to be like when you grow up. (PAUSE) Did you choose one? Now pick up your crayon and mark a big X (DEMONSTRATE) in the box that goes with the picture you choose."

THEN SAY: "Now let us look at the next set of pictures."

SET VI

SAY: "This is a BANKER.
This person sometimes works behind the window at the bank. This person takes takes your money, or your savings stamp book and keeps them safe for you."

THEN SAY: "Now put your finger on the next box. It goes with the next picture. And listen for the next story."

SAY: "This is a TEACHER.
The teacher reads to you, and plays games with you and shows you how to make things, and how to draw pictures, doesn't she?"

THEN SAY: "Now put your finger on the next box. It goes with the next picture. And listen for the next story."

SAY: "This is a BARBER.
What does this person do? He cuts hair and sometimes shaves men. The hairdresser does these things for women, doesn't she?"

THEN SAY: "Now put your finger on the next box. It goes with the next picture. And listen for the next story."

SAY: "This is a SODA FOUNTAIN CLERK.
This person works in a drugstore behind the ice cream counter. He or she sells ice cream and other things to eat."

THEN SAY: "We have seen four pictures: one, two, three, four. (POINTING) Now, I am going to ask you to put on your thinking caps and think REAL hard. Choose one, AND ONLY ONE, of the stories I read, which tells about the person you want to be like when you grow up. (PAUSE) Did you choose one? Now pick up your crayon and mark a big X (DEMONSTRATE) in the box that goes with the picture you choose."

THEN SAY: "Now let us look at the next set of pictures."

SET VII

SAY: "This is a TAXI DRIVER.
This man drives a car. Raise your hand if you know what we call this man. He's a taxi driver, isn't he?"

THEN SAY: "Now put your finger on the next box. It goes with the next picture. And listen for the next story."

SAY: "This is a BARBER.
What does this person do? He cuts hair and sometimes shaves men. The hairdresser does these things for women, doesn't she?"

THEN SAY: "Now put your finger on the next box. It goes with the next picture. And listen for the next story."

SAY: "This is a MUSICIAN.
These are people who play music. Raise your hand if you like music. See their musical instruments?"

THEN SAY: "Now put your finger on the next box. It goes with the next picture. And listen for the next story."

SAY: "This is a MINISTER.
A minister is sometimes called a preacher or a priest. Many people go to his church on Sunday. He talks to them about how to behave."

THEN SAY: "We have seen four pictures; one, two, three, four. (POINTING). Now, I am going to ask you to put on your thinking caps and think REAL hard. Choose one, AND ONLY ONE, of the stories I read, which tells about the person you want to be like when you grow up. (PAUSE) Did you choose one? Now pick up your crayon and mark a big X (DEMONSTRATE) in the box that goes with the picture you choose."

THEN SAY: "Now let us look at the next set of pictures."

SET VIII

SAY: "This is a MINISTER.
A minister is sometimes called a preacher or a priest. Many people go to his church on Sunday. He talks to them about how they behave."

THEN SAY: "Now put your finger on the next box. It goes with the next picture. And listen for the next story."

SAY: "This is a RADIO ANNOUNCER.
This man is a radio or a TV announcer. He gives the news and plays records. Sometimes he tells you to buy things at the store, like milk or cookies."

THEN SAY: "Now put your finger on the next box. It goes with the next picture. And listen for the next story."

SAY: "This is an AUTO MECHANIC.
This man sometimes works at a filling (gas) station and changes flat tires or works on cars that need fixing.

THEN SAY: "Now put your finger on the next box. It goes with the next picture. And listen for the next story."

SAY: "This is a SHOE SHINER.
He shines shoes. Sometimes you will find a shoe shiner at the shop where men and boys have their hair cut."

THEN SAY: "We have seen four pictures: one, two, three, four. (POINTING). Now, I am going to ask you to put on your thinking caps and think REAL hard. Choose one, AND ONLY ONE, of the stories I read which tells about the person you want to be like when you grow up. (PAUSE) Did you choose one? Now pick up your crayon and mark a big X (DEMONSTRATE) in the box that goes with the picture you choose."

THEN SAY: "Now let us look at the next set of pictures."

SET IX

SAY: "This is a SODA FOUNTAIN CLERK.
This person works in a drugstore behind the ice cream counter.
He or she sells ice crea, and other things to eat."

THEN SAY: "Now put your finger on the next box. It goes with the next picture. And listen for the next story."

SAY: "This is a STORE CLERK.
This store clerk sells things to you when you visit the store.
Sometimes the store clerk takes your money and puts it in a BIG wooden box, then pushes buttons, and a drawer opens with your change."

THEN SAY: "Now put your finger on the next bos. It goes with the next picture. And listen for the next story."

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This man is a radio or a TV announcer. He gives the news and plays records. Sometimes he tells you to buy things at the store, like milk or cookies."

THEN SAY: "Now put your finger on the next box. It goes with the next picture. And listen for the next story."

SAY: "This is a CHEMIST.
Here we have a person who sometimes works at a drugstore. He wears a white coat, and works with medicine bottles."

THEN SAY: "We have seen four pictures: one, two, three, four. (POINTING) Now, I am going to ask you to put on your thinking caps and think REAL hard. Choose one, AND ONLY ONE, of the stories I read, which tells about the person you want to be like when you grow up. (PAUSE) Did you choose one? Now, pick up your crayon and mark a big X (DEMONSTRATE) in the box that goes with the picture you chose."

THEN SAY: "Now let us look at the next set of pictures."

SET X

SAY: "This is a JANITOR.
Janitors are busy. They clean the school, and sometimes big office buildings, or factories. They wash windows and wax floors."

THEN SAY: "Now, put your finger on the next box. It goes with the next picture. And listen for the next story."

SAY: "This is an AUTO MECHANIC.
This man sometimes works at a filling (gas) station and changes flat tires or works on cars that need fixing."

THEN SAY: "Now, put your finger on the next box. It goes with the next picture. And listen for the next story."

SAY: This is an ELECTRICIAN.
Have you seen the man who comes to fix the street lights when they go out and to fix the wires in a storm? Sometimes he comes to your house to fix the lights when they go out."

THEN SAY: "Now, put your finger on the next box. It goes with the next picture. And listen for the next story."

SAY: "This is a LAWYER."
He reads lots of books. Sometimes when people are in trouble they go to him and he helps them."

THEN SAY: "We have seen four pictures: one, two, three, four. (POINTING)

Now, I am going to ask you to put on your thinking caps and think REAL hard. Choose one, AND ONLY ONE, of the stories I read, which tells about the person you want to be like when you grow up. (PAUSE) Did you choose one? Now, pick up your crayon and mark a big X (DEMONSTRATE) in the box that goes with the picture you chose."

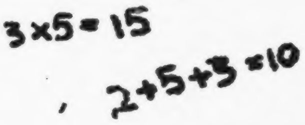
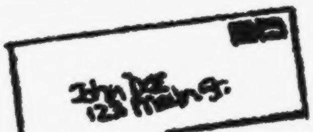
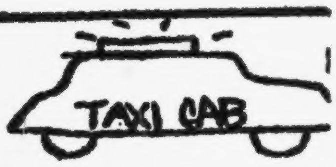
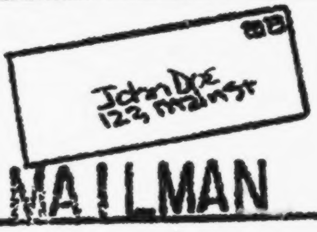
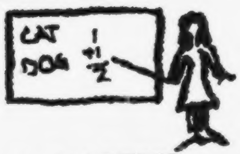
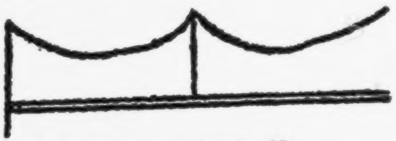
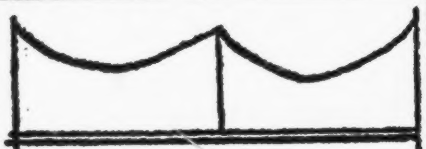
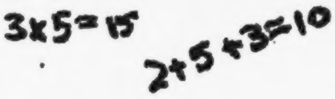
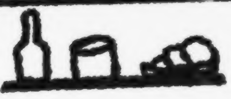
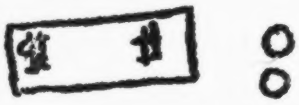
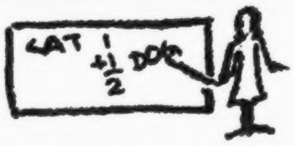
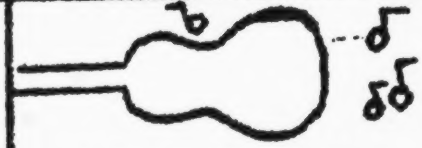
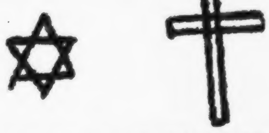
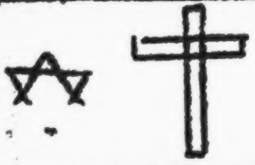
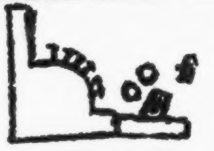
THEN SAY: "Now, put your crayon down and turn your paper over. You did very well."

Detroit Public Schools - Wayne State University

Brothers and Sisters____

School ________

Age________ Grade____________

1	CHEMIST	 ACCOUNTANT	 John Doe 123 Main St. MAILMAN	 TAXI
2	WAITER	 John Doe 123 Main St. MAILMAN	 TEACHER	 ENGINEER
3	 ENGINEER	MUSICIAN	CLERK	JANITOR
4	SHOE SHINER	MACHINE OPER	 ACCOUNTANT	BANKER
5	LAWYER	ELECTRICIAN	MACHINE OPER	 WAITER
6	 BANKER	 TEACHER	BARBER	SODA CLERK
7	TAXI	BARBER	 MUSICIAN	 MINISTER
8	 MINISTER	RADIO ANN.	AUTO MECH.	SHOE SHINER
9	SODA CLERK	 STORE CLERK	RADIO ANN.	CHEMIST
10	JANITOR	AUTO MECH.	ELECTRICIAN	LAWYER

DEVELOPMENTAL CAREER GUIDANCE PROJECT

Administering The C G SURVEY Level II

Preparation for the Questionnaire:

1. Provisions should be made for adequate seating, lighting, ventilation, etc., prior to the questionnaire period.

2. Materials Required:

   For each pupil:
      1 questionnaire
      1 pencil with eraser

   For the questionnaire administrator:
      Extra pencils
      Extra erasers
      Copies of questionnaire to be used

Administration of Questionnaire:

A brief discussion period should be held in which children are informed of the reason they are being asked to complete this questionnaire which is to gain information about boys' and girls' ideas about careers. Any questions about the objectives or use of the questionnaire should be answered to the best of your ability. The instrument should then be distributed. Suggest that each blank should be answered to the best of pupils' knowledge. The survey does not ask for pupil names so ask pupils to be as honest as possible.

A Personal Sketch

Each question should be read aloud, with ample time for response (usually 2 minutes at worst). Any and all words with which children need help should be given promptly and cheerfully. An informal atmosphere is essential.

Point out synonyms for:

#6: Three things that make me happy are:
#7: Three things I like most about living:
#9: The person in the world I think the most of is:
#10: I like him because:
#13: careers:jobs

A Career Sketch:

Pupils are to assume they could get all necessary training for occupations listed. Boys may only check on the left and girls only on the right. Pupils must choose one job in each group even if they like or dislike more than one.

Please read each of the statements aloud and answer any questions that pupils may have to the best of your ability. After completing the first part, pupils are to go back and cross out with an X the job in each group they dislike the most. Pupils must cross out one job in each group even if they like or dislike more than one or none.

DEVELOPMENTAL CAREER GUIDANCE PROJECT

WAYNE STATE UNIVERSITY

The CG Survey--Level II

A Personal Sketch

1. My age is ______. I am a (boy or girl) in the ________ grade. I have ________ brothers and sisters. My father works as a __________________________; my mother as a ________________.
2. The things I do best are ____ ____.
3. Things I do NOT do well are ____ ____.
4. Things I LIKE to do most are ____ ____.
5. During my free time I ____ ____.
6. These three things make my life happy ____ ____.
7. Three things I like most about my life are ____ ____.
8. The nicest thing that ever happened to me was ____ ____.
9. The person in the world I admire most is ____.
   He/she does ____ for a living.
10. I admire him/her because ____ ____.
11. Things that are important to me in my life are ____ ____.
12. When I grow up, I would like to be ____ ____.
13. The career(s) I would LIKE to enter is/are ____ ____.
14. The reasons I like this career are ____ ____.
15. The careers I think I could REALLY enter are ____ ____.

OEO: C.A.P. #9183 (6-1)

DEVELOPMENTAL CAREER GUIDANCE PROJECT
DPS - WSU

Administering the CG Survey - Level III

I PREPARATION FOR ADMINISTRATION

Each pupil should have a copy of the CG Survey and a separate answer sheet. Each pupil should also have a pencil and the administrator should have a supply of extra pencils. Pens may NOT be used to mark on the answer sheet.

II ADMINISTRATION OF THE CG SURVEY

A. Please read instructions on the cover sheet with students. Point out that the purpose of the survey is to gain knowledge of boys and girls ideas about careers and guidance.

B. Remind students that there is no time limit for the survey, but that students should not spend too much time on any one question since their first reaction is generally best.

Ask if there are any questions and answer them to the best of your ability.

C. When all questions have been answered, ask students to turn the page.

Read questions 1 through 5 with students and direct them as to how to mark their answers on the separate answer sheet.

Following, direct students to proceed at their own rate, and to raise their hand with any questions they may have.

(On questions 10, 12, 14, 16, 18, 20, 22,24, 26, students must choose the alternatives. They should assume that they could get needed training. Stress the importance of underlined words in the stems of questions.)

Please circulate throughout the administration of the survey to see that students are marking answers correctly.

D. NOTE THAT DIRECTIONS FOR ANSWERING CHANGE SEVERAL TIMES DURING THE SURVEY.

In Junior High School, instruct students to stop at the completion of Part I (#31). When a majority of students have completed Part I, ask all students to turn to Part II (students should go back afterwards and complete all items in the survey). Please demonstrate to students how alternatives for Part II apply to alternatives 32-60. If necessary, demonstrate using #32 for an example.
Point out that Strongly Agree: Really True; Uncertain: Not Sure; etc., to clarify understanding.

E. Use the same procedure noted in D above for Parts III, IV, V, if necessary.

F. IF STUDENTS CANNOT COMPREHEND SOME OF THE VOCABULARY, USE YOUR OWN BEST JUDGEMENT AS TO WHETHER OR NOT YOU SHOULD READ EACH ITEM WITH ALL STUDENTS.

G. In certain items, students may wish to choose several alternatives -- they may only choose one.

H. ADDITIONAL INSTRUCTIONS CONCERNING RETEST ADMINISTRATION OF CG, LEVEL III, MAY, 1966.

1. Prior to administering the survey, state to students, "If you were not in attendance at this school at the time of the administration of the first survey, do not complete the survey at this time."

   "If you took the survey at another school, then complete the survey this time. The schools in which the survey has been administered are:

   Kettering Senior High School
   Barbour Junior High School
   Burroughs Junior High School
   Southwestern High School
   Sherrard Junior High School
   Wilson Junior High School

* *

2. Please write the following on the board:

   #86 The school I am attending now is:

   1. Barbour Junior High School
   2. Burroughs Junior High School
   3. Kettering Senior High School
   4. Sherrard Junior High School
   5. Southwestern High School

DEVELOPMENTAL CAREER GUIDANCE PROJECT

Wayne State University

THE

C

G

SURVEY

Level III

Dear Student:

This is NOT a test -- that is, there are no right or wrong answers. What we want is information about YOU.

Please do not write your name on this booklet or on the answer sheet -- we want your honest answers for the results will be of little value otherwise.

Please also follow the following directions:

(1) Mark all answers on the separate answer sheet -- do not write on this booklet.
(2) Mark only one answer for each question. Some questions have 4 choices, some have 5 choices.
(3) Write down your first reaction -- do not spend much time on any one question.
(4) If you have any questions, raise your hand and your teacher will help you.
(5) You may skip any question you do not wish to answer.

O.E.O.: Michigan-CAP #9183(6-1)

The C G Survey
Level III

1. YOUR PRESENT AGE:
   1. 14 or under
   2. 15
   3. 16
   4. 17
   5. 18

2. YOUR PRESENT GRADE:
   1. 7
   2. 8
   3. 9
   4. 10
   5. 11

3. SEX:
   1. Male
   2. Female

4. DO YOU LIVE IN:
   1. Single house
   2. Two family house
   3. Apartment or flat of four rooms or more
   4. Apartment or flat of three rooms or less

5. I HAVE THE FOLLOWING NUMBER OF BROTHERS AND SISTERS:
   1. None
   2. One
   3. Two
   4. Three
   5. Four or more

6. MY MOTHER'S OCCUPATION IS:
   1. Housewife
   2. Professional: Doctor, Lawyer, Teacher, Professional Nurse, etc.
   3. Factory Worker: Machine Operator, Assembly-line worker, etc.
   4. Clerical or Sales Worker: Secretary, Typist, Saleswoman, Clerk, etc.
   5. Cook, Maid, Cleaning woman, etc.

   If your mother's occupation is not listed, write it in on the other side of your answer sheet. If she is not working, write in her usual occupation.

7. MY FATHER'S OCCUPATION IS:
   1. Professional: Doctor, Lawyer, Teacher, etc.
   2. Clerical or Sales Worker: Bookkeeper, Salesman, Clerk. Etc.
   3. Factory worker: Machine Operator, etc.
   4. Building or Construction Worker
   5. Small business owner

   If your father's occupation is not listed, write it in on the other side of your answer sheet. If he is not working, write in his usual occupation.

GO RIGHT ON TO THE NEXT PAGE

8. OF THE JOBS BELOW, WHICH ONE WOULD YOU CHOOSE WHEN YOU GET OUT OF SCHOOL:

Boys	Girls
1. Chemist	1. Scientist
2. Accountant	2. Musician
3. Mail Carrier	3. Bookkeeper
4. Taxi Driver	4. Waitress

9. MY MOTHER WENT THIS FAR IN SCHOOL:
   1. Completed grade 8 or less only
   2. Some high school, did not graduate
   3. Graduated from high school
   4. Graduated from college

10. CHOOSE ONE OF THE JOBS BELOW WHICH YOU FEEL YOU COULD GET WHEN YOU GROW UP:

Boys	Girls
1. Janitor	1. Soda Fountain Clerk
2. Garage Mechanic	2. Assembly-line Machine Operator
3. Electrician	3. Home Economist (homemaking specialist)
4. Lawyer	4. Lawyer

11. HOW LONG HAVE YOU LIVED IN DETROIT?
    1. All my life
    2. One year or less
    3. Two years
    4. Three years
    5. Four or more years

12. FROM THE LIST BELOW, CHECK THE JOB YOU FEEL YOU MIGHT CHOOSE WHEN YOU FINISH SCHOOL:

Boys	Girls
1. Waiter	1. Restaurant Cook
2. Mail Carrier	2. Bookkeeper
3. Teacher	3. Teacher
4. Engineer	4. Chemist

13. WHAT ARE YOUR FUTURE PLANS REGARDING SCHOOL?
    1. Graduate from high school
    2. Drop out of school this year
    3. Drop out of school next year
    4. Not sure, but likely to drop out
    5. Not sure, but likely to stay

14. WHICH OF THE FOLLOWING JOBS DO YOU THINK YOU CAN GET AFTER YOU GET OUT OF SCHOOL?

Boys	Girls
1. Lawyer	1. Lawyer
2. Electrician	2. Home Economist (homemaking specialist)
3. Assembly-line Machine Operator	3. Recreation Director
4. Waiter	4. Restaurant Cook

15. AFTER YOU GRADUATE, DO YOU PLAN TO GO TO COLLEGE OR ANY OTHER SCHOOL, LIKE A TRADE OR BUSINESS SCHOOL?
    1. Full-time
    2. Part-time
    3. Not sure
    4. Do not plan to go

16. OF THE JOBS BELOW, WHICH ONE DO YOU THINK YOU REALLY WOULD GET WHEN YOU GET OUT OF SCHOOL?

Boys	Girls
1. Banker	1. College Professor
2. Teacher	2. Teacher
3. Barber	3. Beautician (hairdresser)
4. Soda Fountain Clerk	4. Clothes presser in a laundry

GO RIGHT ON TO THE NEXT PAGE

17. WHAT IS MOST IMPORTANT TO YOU IN YOUR CHOICE OF AN OCCUPATION?
   1. The amount of money I can make
   2. Working with a friendly group of people
   3. Being sure of keeping my job
   4. Being able to make my own decisions
   5. Chance to get ahead, be promoted, etc.

18. IF YOU WERE ABLE TO HAVE ANY OF THE FOLLOWING JOBS, WHICH ONE WOULD YOU CHOOSE?

Boys	Girls
1. Minister	1. Dentist
2. Radio Announcer	2. Story Writer
3. Garage Mechanic	3. Assembly-line Machine Operator
4. Shoe-shiner	4. Cleaning Woman

19. I HAVE THOUGHT ABOUT ENTERING THE FOLLOWING NUMBER OF OCCUPATIONS:
   1. None
   2. One
   3. Two
   4. Three or four
   5. Five or more

20. FROM THE LIST BELOW, CHECK THE JOB YOU THINK YOU WILL GET WHEN YOU ARE OLDER:

Boys	Girls
1. Taxi Driver	1. Waitress
2. Barber	2. Beautician (hairdresser)
3. Musician	3. Welfare (social) Worker
4. Minister	4. Dentist

21. I USUALLY GET THE FOLLOWING TYPES OF MARKS ON MY REPORT CARD:
   1. Mostly A's with possibly a few B's
   2. Mostly B's with possibly a few A's and/or C's
   3. Mostly C's with possibly a few B's
   4. Mostly C's with possibly a few D's
   5. Mostly D's with possibly a few C's and/or E's

22. WHICH OF THE FOLLOWING JOBS DO YOU THINK YOU COULD ENTER BY THE TIME YOU GROW UP?

Boys	Girls
1. Engineer	1. Chemist
2. Musician	2. Welfare (social) Worker
3. Store Clerk	3. Sales Clerk
4. Janitor	4. Soda Fountain Clerk

23. MY FATHER WENT THIS FAR IN SCHOOL:
   1. Completed grade 8 or less only
   2. Some high school, did not graduate
   3. Graduated from high school
   4. Some college, did not graduate
   5. Graduated from college

24. CHECK ONE OF THE FOUR JOBS BELOW WHICH YOU MIGHT GET WHEN YOU GROW UP:

Boys	Girls
1. Shoe Shiner	1. Cleaning Woman
2. Assembly-line Machine Operator	2. Recreation Director
3. Accountant	3. Musician
4. Banker	4. College Professor

25. HOW MANY PEOPLE LIVE WITH YOU IN YOUR HOME OR APARTMENT? (INCLUDE ALL PERSONS, RELATIVES OR NOT.)
   1. Two
   2. Three
   3. Four
   4. Five
   5. Six or more

GO RIGHT ON TO THE NEXT PAGE

26. CHECK THE ONE JOB WHICH YOU MIGHT GET WHEN YOU FINISH SCHOOL:

Boys	Girls
1. Soda Fountain Clerk	1. Clothes presser in a laundry
2. Store Clerk	2. Sales Clerk
3. Radio Announcer	3. Story Writer
4. Chemist	4. Scientist

27. WHAT ARE YOUR PLANS AFTER HIGH SCHOOL?
   1. Go to work
   2. Go to a four-year college like Wayne State or University of Detroit
   3. Go to some kind of school for less than four years like business school
   4. Join the service (boys) or Get Married (girls)
   5. Other

28. I HAVE WORKED FOR PAY:
   1. Have never worked for pay
   2. During the summer only
   3. After school and weekends only
   4. During the summer and after school or weekends
   5. Other (write in your answer next to the number on answer sheet)

29. HOW SURE ARE YOU OF YOUR PRESENT CHOICE OF AN OCCUPATION?
   1. Very sure
   2. Sure
   3. Not so sure
   4. Not sure at all
   5. Completely up in the air

30. HOW WILL YOU FINANCE YOUR EDUCATION AFTER HIGH SCHOOL?
   1. Parents
   2. Own savings and earnings
   3. Loans
   4. Scholarship
   5. A combination of above

31. WHEN I CHOOSE MY CAREER IT WILL BE MOST IMPORTANT TO ME:
   1. To find a career where I can make a lot of money
   2. To choose a career my parents approve of
   3. To find a career where I can get ahead
   4. To find a career where I can't get laid off or fired
   5. To find a career where I could wear a tie and a white collar

GO RIGHT ON TO THE NEXT PAGE UNLESS OTHERWISE INSTRUCTED

PART II

Answer questions 32 to 60 in the following manner:

1 -- if you STRONGLY AGREE
2 -- if you AGREE
3 -- if you are UNCERTAIN
4 -- if you DISAGREE
5 -- if you STRONGLY DISAGREE

32. My school subjects will help me in my career.

33. My own interests are being met by the school subjects available to me.

34. The results of the aptitude and achievement tests I have taken have been helpful to me in my planning for the future.

35. I think the guidance counselor's job is important.

36. The guidance counselor is here to help students.

37. The conferences I have had with the guidance counselor have been necessary.

38. The job of a guidance counselor is to help students with any problems they have.

39. The job of a guidance counselor should be to discipline students.

40. The job of a guidance counselor should be to take attendance, issue late passes, etc.

41. I would like to be able to go to the guidance counselor to discuss any problems I have trouble with.

42. I would rather discuss any problems I have with a teacher, rather than a guidance counselor.

43. I would rather not discuss any problems I have with any person in school.

44. I would rather discuss problems I have with my parents.

45. The guidance counselor has helped me in deciding whether or not I should go to college or some other type of school after high school.

46. Teachers have helped me in deciding whether or not I should go to college or some other type of school after high school.

47. I have been helped in finding a part-time job by the guidance counselor.

48. The guidance counselor in my school is concerned only with the good students.

49. The guidance counselors in this school only care about poor students.

50. The guidance counselors in this school only care about discipline cases and students who cause trouble.

51. The guidance counselors in this school care about all students.

52. The guidance counselors in this school don't seem to care about the students.

GO RIGHT ON TO THE NEXT PAGE

53. I like to participate in the clubs, sports etc., available in my school.

54. I like to go to movies and watch television.

55. I like to attend concerts, plays, dance programs, etc.

56. I like to attend sports events.

57. I like to play sports myself.

58. I don't think school is going to help me very much in the future.

59. There is opportunity in my school to discuss questions and problems I have with teachers, principals.

60. Teachers in my school seem to be interested in and want to help students.

PART III

Answer questions 61 to 65 in the following manner:
1 -- if you have received VERY MUCH HELP
2 -- if you have received MUCH HELP
3 -- if you are UNCERTAIN
4 -- if you have received NOT MUCH HELP
5 -- if you have received NO HELP

61. I have received help in planning my school program.

62. I have received help in knowing about job opportunities and requirements.

63. I have been helped to understand my strengths and weaknesses.

64. I have been helped to understand aptitude, achievement, and interest tests I have taken.

65. I have been helped to set up career goals for myself.

PART IV

Answer questions 66 to 75 as to the person who has given you the most help in the following areas.
1 -- Guidance counselor
2 -- Teacher
3 -- Principal, Assistant Principal
4 -- Parents, Relatives
5 -- No help

66. Assistance in planning your high school program.

67. Information about education after high school, like colleges, etc.

68. Assistance in understanding test results.

69. Assistance in making future career plans.

GO RIGHT ON TO THE NEXT PAGE

70. Assistance in solving your personal problems.

71. Assistance in gaining part-time or summer work.

72. Assistance in gaining information about various jobs.

73. Assistance in gaining information about jobs in your community.

74. Assistance in developing better study habits.

75. Assistance in talking about problems I have in my classes.

PART V

Answer questions 76 to 85 as to the person you would like to go for help with the following questions.

1 -- Guidance counselor
2 -- Teacher
3 -- Principal or Assistant Principal
4 -- Parents, Relatives
5 -- Friends

76. What subjects should I take?

77. What career should I choose?

78. What shall I do after high school?

79. What college (or other school) should I attend after high school?

80. What are my academic strengths and weaknesses?

81. What does it take to become a (any occupation)?

82. What can I do about this personal problem?

83. How can I get a job this summer?

84. What kind of job can I get after I leave high school?

85. How can I develop good study habits?

GEL:8/65

THANK YOU VERY MUCH FOR YOUR COOPERATION

DEVELOPMENTAL CAREER GUIDANCE PROJECT

WAYNE STATE UNIVERSITY

Faculty Attitude Survey

Dear Faculty Member,

This questionnaire is completely confidential and is for our use in planning. Please answer as honestly as possible since the results will be of little value otherwise. Thank you very much for your cooperation.

Subject or Grade Level taught ______________________________

Circle SA if you STRONGLY AGREE; A if you AGREE; U if you are UNCERTAIN;
D if you DISAGREE; SD if you STRONGLY DISAGREE.

---

1. Inner-city youth should be regarded as any other youth. SA A U D SD
2. My school is doing as much as possible for all youth preparing for the world of work. SA A U D SD
3. My school's curriculum is adequate to meet the needs of all youth preparing for employment. SA A U D SD
4. Inner-city youth aren't really interested in school. SA A U D SD
5. There are few employment opportunities available for inner-city youth in Detroit. SA A U D SD
6. The difficulty with most youth today is that they don't want to work. SA A U D SD
7. Most businesses and industries are not interested in helping youth--all they care about is making money. SA A U D SD
8. Most businesses and industries discriminate against minority youth today. SA A U D SD
9. The only types of jobs minority group youth can aspire to today are unskilled, semi-skilled, clerical, and services. SA A U D SD
10. Our school's guidance services are adequate. SA A U D SD
11. Minority group youth don't need any special attention--they are no different than any other student preparing for employment. SA A U D SD
12. A considerable proportion of youth today are just as well off if they drop out of school. SA A U D SD
13. Youth preparing for employment are given as much recognition as college preparatory students in my school. SA A U D SD
14. I feel I understand the way inner-city youth see the future. SA A U D SD
15. Guidance counselors should be concerned mostly with discipline cases and problems and spend time left over with other student problems. SA A U D SD

OEO: C.A.P. #9183 (5-1)

16. I am well acquainted with educational opportunities available for youth today in Detroit. SA A U D SD

17. The difficulty with most minority group youth is that they don't want to work. SA A U D SD

18. My school's curriculum is adequate to meet the needs of minority group preparing for employment. SA A U D SD

19. My school is doing as much as possible for minority group youth today. SA A U D SD

20. Most businesses and industries are not making any effort to provide equal employment opportunity. SA A U D SD

21. After a student graduates from school, there is no way he can get help in finding out about jobs and vocational opportunities. SA A U D SD

22. Students in my school have adequate opportunity to discuss their future plans with faculty. SA A U D SD

23. Adequate information concerning occupations is available for students in my school. SA A U D SD

24. I do as much as necessary to help youth become acquainted with career information. SA A U D SD

25. Career Guidance should be given no sooner than the 9th or 10th grade. SA A U D SD

26. Inner-city girls should probably take the commercial course in high school. SA A U D SD

27. The TAAP and related programs are not really helping the poor. SA A U D SD

28. Post high school education is not really necessary for most youth of today. SA A U D SD

29. All youth (inner-city and outer-city) see their possible career opportunities the same way. SA A U D SD

30. Residents of the inner-city are just as happy the way they are. SA A U D SD

31. I feel it is important for me to discuss the educational and occupational implications of my subject matter field with my students. SA A U D SD

32. Guidance services are the job of specialists; teachers are responsible for teaching subject matter only. SA A U D SD

33. Organized group guidance activities are adequate for students in my school. SA A U D SD

34. Guidance counselors should be mainly concerned with "keeping students in line". SA A U D SD

35. Guidance services are an integral part of the school program and should help every student make sound choices and plans. SA A U D SD